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ABSTRACT

Designed to assist rural Montana schools in establishing and maintaining library-media centers, this procedures manual presents basic and specific information on all phases of operating a small school library. The first three chapters set forth the major responsibilities of the school librarian, Montana standards for school library personnel, and guidelines for adequate library quarters. Chapters 4 and 5 cover standards for selection of print and nonprint materials including specific points to cover in writing a comprehensive materials selection policy. Suggestions for balancing the school library collection are followed by criteria and recommendations for selecting reference books, periodicals, maps and globes, and audiovisual materials. Chapters 6-8 outline steps for ordering materials, processing, shelving, classifying, and cataloging. Addresses are listed for book jobbers, subscription agencies, and suppliers of printed catalog cards and audiovisual materials. Chapters 9-12 explain procedures for weeding and discarding, repairing materials, inventory, and circulation. The final chapter discusses the many microcomputer applications in the small library and provides criteria for evaluating software. Appendices include a bibliography of library and media materials, sources for free and inexpensive materials, lists of Caldecott and Newberry medal winners, and recommended books for grades 1-12. (JHZ)

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# Unravelling the Patchwork

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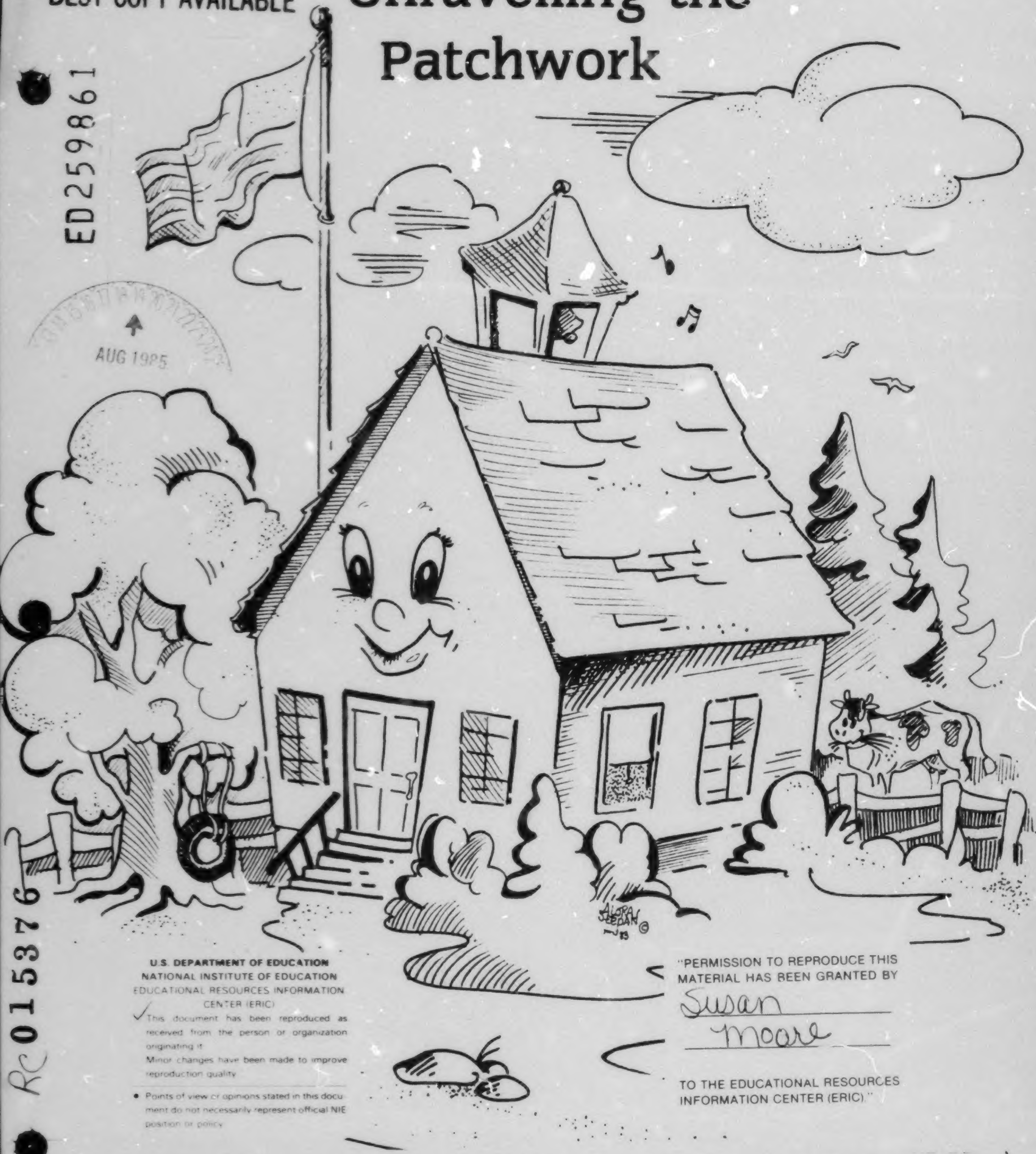

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## Procedures Manual for Rural Montana Schools

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# UNRAVELLING THE PATCHWORK

REVISED AND UPDATED, 1984

by

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# INTRODUCTION

This booklet, initiated and funded by the Rural Education Center at Western Montana College, was designed to assist rural Montana schools in establishing and maintaining library-media centers. Unravelling the Patchwork was originally prepared by Sally Mortier and Barbara Oriet in 1983. It is based on the Guide for Montana School Libraries, published in 1969 by the Montana Office of Public Instruction, with additions to expand it and make it current.

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"Procedures Manual for
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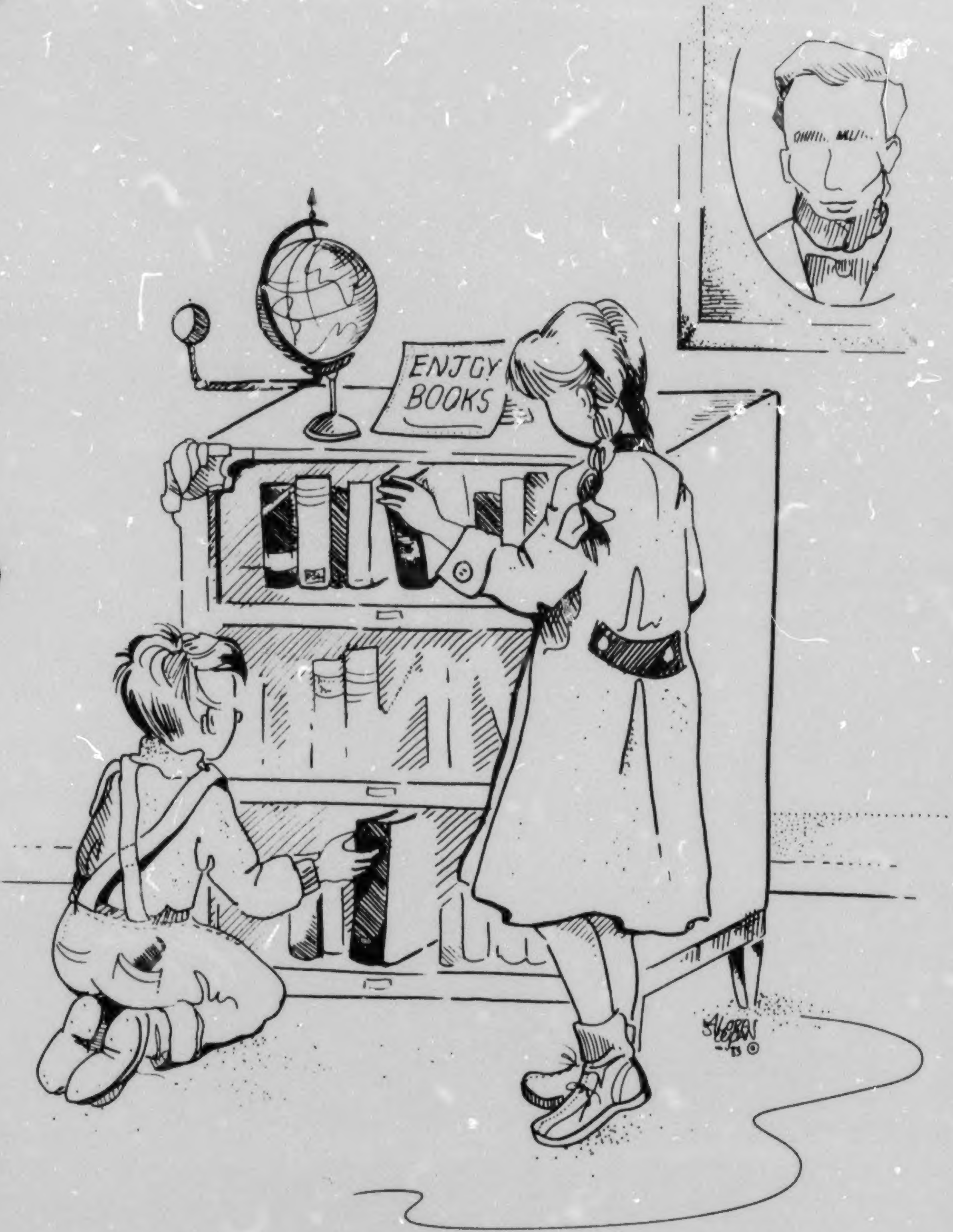
Butte, Montana

Support Services Center
Western Montana College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# School Library Services

# I. SCHOOL LIBRARY SERVICES

## Role of the Librarian

The following are the most important of the many professional responsibilities of the school librarian:

1. Developing a media collection that contains a choice of the best library materials, including books, magazines, newspapers, pamphlets, filmstrips, films, tape and disc recordings, slides and graphic materials, globes, maps, catalogs, transparencies, program instructional materials, realia, kits, art objects, and in some cases video tape recordings and dial access programs to meet the demands of the curriculum, of pupil interests, and of extracurricular activities of the school.

2. Selecting and organizing a comprehensive professional collection for the use of the teachers and the administrators.

3. Helping to coordinate the instructional program under which students are taught to find library materials and to use the library resources intelligently and effectively. Advising and consulting with teachers about library materials and their use will further such coordination.

4. Stimulating in pupils the desire to read and guiding them to materials that will increase individual enjoyment and satisfaction and the development of critical judgment and appreciation of resources. Such guidance may be accomplished through assistance to individual pupils, through group guidance activities such as story hours, displays, exhibits and discussions about books, authors and illustrators, through the use of the audiovisual materials, and through coordination of library offerings with curriculum content.

5. Making the resources of the library easily accessible in order to promote optimum use. An effective library program occurs throughout the school, not in the library quarters alone.

6. Assisting pupils and teachers to locate the less obvious library materials that will provide answers to classroom or special interest questions.

7. Introducing pupils to the resources of the community as a supplement to those of the school library as soon as possible, and cooperating with community libraries in their efforts to encourage continuing education and cultural growth.

## Library Hours

The library should be open for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours.

12

# Library Personnel

A-I
J-N
O-Z
INFORMATION

# II. LIBRARY PERSONNEL

## The Librarian

1. Elementary School Libraries

Current Standards for Accreditation of Montana Elementary Schools require that the elementary school central library be supervised by a trained librarian or, in small schools, by a teacher-librarian able to assist in the use of instructional materials.

404.4 Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-professional under the direct supervision of this librarian may be employed to meet this requirement.

2. High School Libraries

Current Standards for Accreditation of Montana High Schools establish the professional library training for a high school librarian. Requirements may be obtained from the High School Supervisor, Office of Public Instruction, Helena MT 59620.

404.3 In high schools, junior high schools, middle schools, and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teaching certificate with a library endorsement.

a. In schools of 100 or fewer students, the librarian shall devote a minimum of 1½ hours or two periods per day in the library.

b. In schools of 101 to 300 students the librarian shall spend a minimum of three hours or three periods per day in the library.

c. In junior and senior high schools of 301 to 500 students, the librarian shall spend full-time in the library. One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.

d. Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:

| Enrollment | Librarian |
|---|---|
| 501-1,000 | 1.5 |
| 1,000-1,500 | 2 |
| 1,500-2,000 | 2.5 |
| 2,000-2,500 | 3. |

## Library Aides or Volunteers

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

Sample tasks for volunteers:

- inventory
- check-out of materials and equipment
- repair and upkeep of materials and equipment
- clipping materials for a vertical file
- typing
- bookshelf building
- book mending

## Professional Library Training Available in Montana

Library training is available at the units of the Montana University System and at the private colleges.

## Montana Library Association

Teacher-librarians are welcome as members of the Montana Library Association and its Division of School Library Media. For names of current officers of the Association, write to the Office of the Superintendent of Public Instruction, Helena MT 59620.

# Library Quarters

# III. LIBRARY QUARTERS

## Location in the School

Every school should have a separate, central library. Insofar as possible, the library should be accessible, centrally located in the school building, near the study hall and removed from the noisy areas such as school shops and the music department.

## Size of the Library

Library quarters must be large enough to house the collection of materials and to provide for the effective and convenient use of such materials. In many elementary and secondary schools a single center will effectively serve the needs of students and teachers. Floor space should be based upon forty (40) square feet per student in the library reading room. Special areas are in addition to the reading room floor space. Provisions should be made for growth of the collection and maximum furniture arrangements to meet special area needs.

> 404. Library Media Services, K-12
> All schools shall have a centralized catalog of all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to students and teachers.

## Appearance, Lighting and Ventilation

The library should be functional, inviting, well ventilated, well lighted and acoustically treated. Lighting should meet the standards of state building codes. In addition, lighting should be controlled in listening and viewing areas. A sufficient number of outlets should be provided for the effective use of all equipment. Cleanliness, neatness, use of storage facilities, effective furniture arrangements, and colorful walls, floor coverings and furnishings contribute to the attractiveness of the library. Pictures, displays and art objects help to make the library a pleasant place for study.

Shelves

1. Lighting

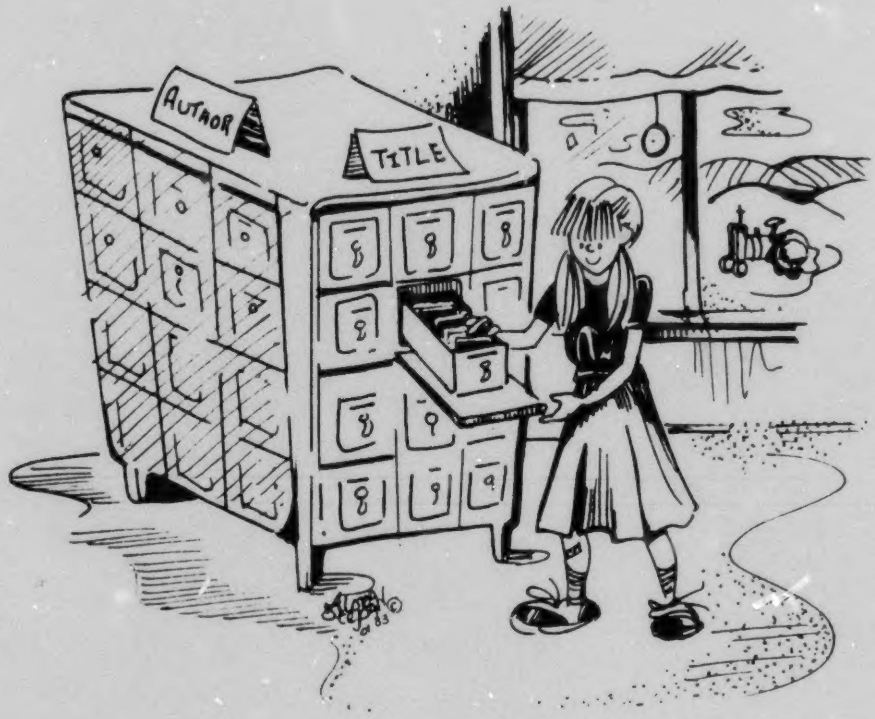
   Stack areas should be well lighted.

2. Shelving space

The aisles between shelves should be wide enough to permit easy access to materials. To estimate shelf space, allow for approximately eight standard size books per linear foot. For ease in removing and reshelving materials, shelves should be about two-thirds filled.

3. Height, depth and spacing of shelves

Shelves should allow materials to be shelved or stored easily. Also, materials must be readily visible. All shelving should be adjustable and sufficient to provide for the number and kinds of materials. Footstools should be provided for convenience inselecting materials on the upper and lower shelves.



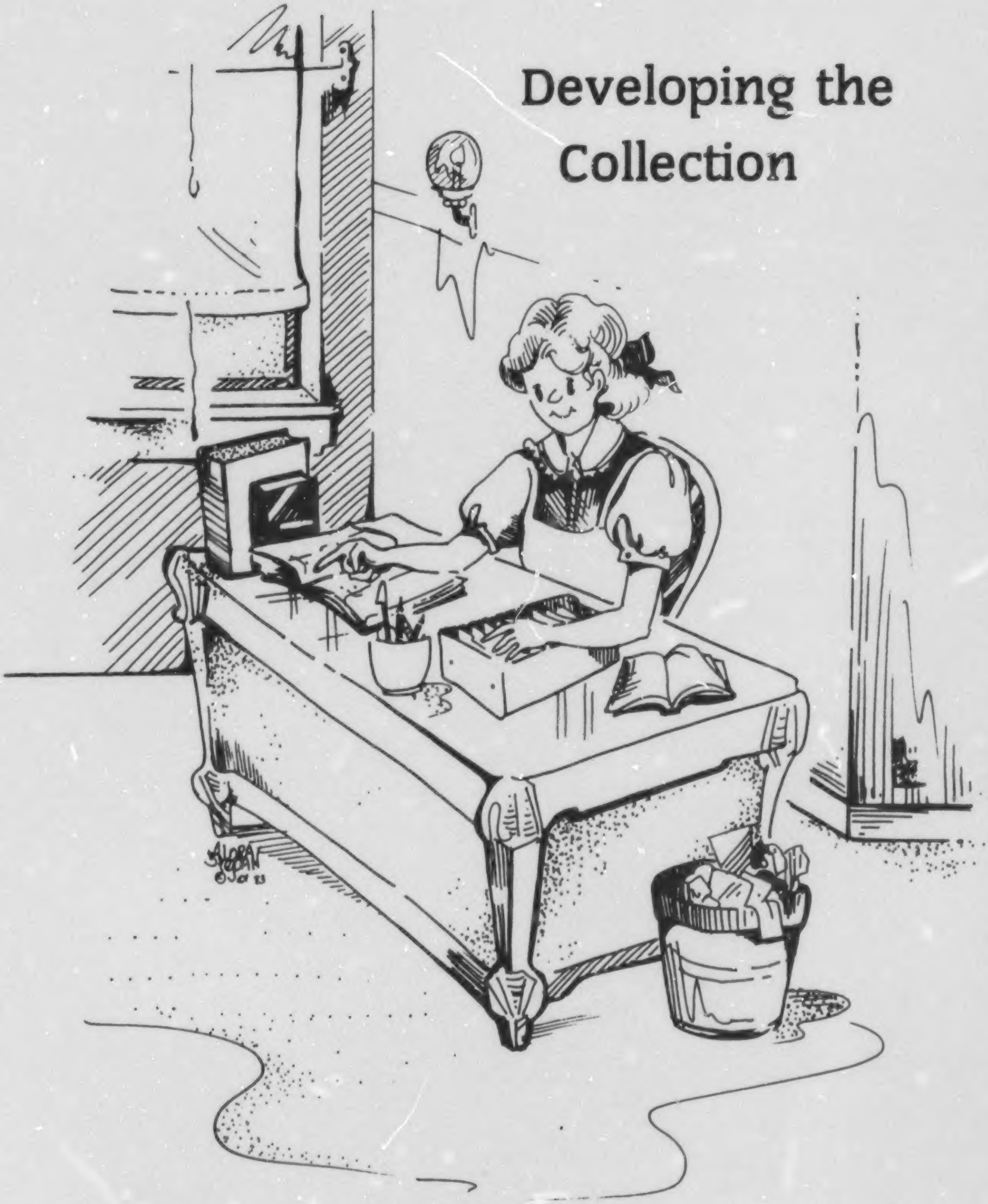
Card Catalog

The card catalog or other indexes to the collection should be conveniently located in the reading room and placed so that the trays can be used readily by the greatest number of library patrons. Since library cards are precision cut in centimeters, catalog cases specially manufactured to hold such cards should always be purchased. Such cases, equipped with rods to hold the cards in place, are available from library supply firms. Preferably a standard sectional case should be ordered so that additional sections may be added as the collection grows.

## Tables and Chairs

Tables and chairs or individual study areas should be available both for students using reference materials and for those selecting other materials. Comfortable chairs that encourage proper posture are desirable. Thirty to forty percent (30%-40%) of seating capacity is recommended for independent study.

# Developing the Collection



## IV. DEVELOPING THE COLLECTION

### Importance of Careful Selection

Careful selection and continuous weeding are a necessity for the establishment and maintenance of a functional collection that contains the best material available with regard to both content and presentation and that is well balanced in coverage of subjects, types of materials and variety of content. All schools should have a written policy for the selection of material formulated by the school administration, library specialists and faculty, and adopted by the Board of Trustees. These policies should include School Library Bill of Rights and Freedom to Read statements as published by the American Library Association.

The fourth edition of Standards for Accreditation of Montana Schools includes the following "Required" standard:

> 404.2 Each school district shall have written policies regarding the selection, use and evaluation of materials and services and procedures for handling challenged materials. The selection and use of specific items of material, with the advice of staff are the responsibility of the local school board.

The above standard is located in the section of standards of "Library Media Services, K-12". Future editions of the Standards will expand 404.2 to include all instructional materials and curriculum areas as well as library media materials.

A written materials selection policy adopted and approved by the local Board of Trustees as part of its official policies is important for reasons other than the fact it is required to meet the Standards. One finding of a 1981 survey conducted by the Association of American Publishers, the American Library Association, and the Association for Supervision and Curriculum Development was: "Administrators and Librarians reported that challenges to materials were more often overruled in schools with a formal selection policy." Another benefit of an approved comprehensive policy on selection of materials is that it provides school personnel a means to explain the school program to the community.

A comprehensive selection policy for instructional materials must consist of the following components:

Objectives:

1. Include a broad statement of the school district's goals for its educational program.
2. Specify the objectives of selection for:
   a. library media center materials.
   b. textbooks (objectives may vary from subject to subject).
   c. other instructional materials.

Responsibility for Selection:

1. Name by professional position those who have responsibility for selection of library media materials, textbooks, and other instructional materials.
2. When selecting material to use in the classroom, teachers should develop a rationale for teaching a particular work/unit. (Sample rationale forms are available.) Such a process is essential to show the relationship between the work/unit and curriculum objectives as well as the school's philosophy and objectives. The process of developing a rationale is also an excellent public relations device to use with parents and the community to explain in a positive manner what is happening in the classroom.
3. Ultimate responsibility for selection rests, by law, with the local Board of Trustees.

Criteria:

Spell out the specific criteria used for selecting materials (i.e. literary or technical quality, appropriateness for age and grade level, accuracy, educational significance, authenticity, quality of format, favorable reviews in standard selection sources, etc.)

Procedures:

1. Describe all the steps in the selection process from the beginning to the final decision.
2. Include a partial list of selection aids/reviewing sources used.
3. List the types of materials acquired, why they are acquired, and how.
4. Specify the local policy regarding weeding, replacing, and repairing materials.

Special Areas

Detail local policy regarding the following: gifts, sponsored materials, professional materials, procedure for handling lost materials, etc.

Policies on Controversial Materials

1. Draft a statement on intellectual freedom and why it should be upheld.
2. Endorse the principles in the First Amendment, the American Library Association's (ALA) "Library Bill of Rights," and the National Council of Teachers of English's (NCTE) Student's Right to Read. (Attach copies of each to the complete policy.)

Reconsideration:

1. Establish the procedure for handling reconsideration of challenged materials.
2. Delineate every step from the initial response to the complaint through the highest appeal.

NOTE: First, be sure the person challenging the material submits a written complaint. (Sample forms are available.) Second, be sure the questioned material is not removed from the school pending the final decision from the review process.

Sample selection policies and the various forms which have been mentioned previously are available from the Library Media Specialist, Office of Public Instruction, Helena, MT 59620. Assistance in writing a policy or critiquing an existing one is also available from the same source.

## Faculty and Student Cooperation

Teacher and student cooperation should be solicited in developing the collection. Evaluation of materials is a continuous process. However, materials should not be ordered unless they have been reviewed in one of the standard selection aids or unless adequate evaluation of the quality of materials has been made. The librarian should keep teachers and students informed of materials added to the collection.

## Selection Aids

Basic professional selection aids are listed in Appendix A. Titles that appear in these aids and on recommended lists have been professionally evaluated in comparison with other available material. The aids and recommended lists may also serve to suggest various subjects and types of material which should be included in a balanced library collection. Publishers' lists are no substitute for these standard aids and professional lists.

## Balancing the School Library Collection

1. Scope of the collection

   The school library collection should contain material of wide range and variety related to the curriculum, to the extracurricular activities of the school and to the personal interests of the pupils. It should include materials to support curriculum offerings in all fields; materials to aid in developing programs of the various clubs promoted by the school; material helpful in planning programs, athletic events, school social affairs; material on hobbies, leisure time activities, guidance, occupations and colleges; and both nonfiction and imaginative writings. All materials should be selected from the professional selection aids and should be the best material available for students.

   The 1981 Standards for Accreditation of Montana Schools states that:

   > 404.5 The library media collection shall include instructional items in numbers sufficient to meet staff and student needs. (Instructional items refer to all print and nonprint media owned by the school district including reference materials, periodicals, newspapers and materials held in the district instructional media centers.) The items shall abe selected to represent as nearly as possible all areas of the curriculum at the appropriate reading level and interests of the students.

404.6 After a school library has assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks and audiovisual materials, must meet the minimum expenditures given below:

Funding: High school, junior high school, middle school, and 7th and 8th grades funded at high school rates:

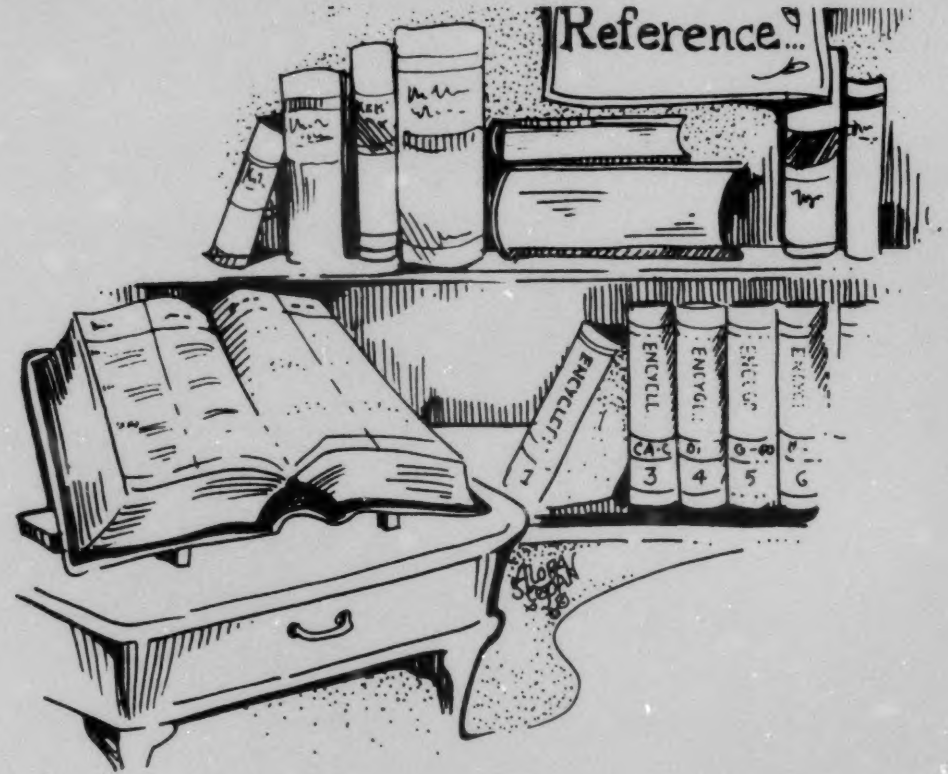
| | |
|---|---|
| 50 or fewer students | $ 900 |
| 51-100 | 1,440 |
| 101-200 | 1,800 |
| 201-500 | 3,600 |
| (or $9.00 per student, whichever is greater) | |
| 501-1,000 | 5,400 |
| (or $7.20 per student, whichever is greater) | |
| 1,001-1,800 | 7,200 |
| (or $6.30 per student, whichever is greater) | |
| 1,800 plus | 10,000 |
| (or $5.40 per student, whichever is greater) | |

A minimum of $1.80 per student shall be expended for media software.

Funding: Elementary

| | |
|---|---|
| 300 or fewer students | $ 180 |
| (or $8.10 per student, whichever is greater) | |
| Over 300 | 2,430 |
| (plus $4.50 per student over 300 enrollment) | |

A minimum of $1.80 per student shall be expended for media software.



## Reference Collection

a. Definition

The "reference collection" is a group of materials consulted primarily for specific information. The answering of reference questions need not, however, be confined to the use of the "reference collection"; all library materials should be used for reference work as the need arises.

b. Scope of the reference collection

The reference collection of any school library should include:

1. several abridged dictionaries
2. an almanac
3. an atlas
4. a biographical source
5. an encyclopedia for an appropriate age level with copyright date within the last five years

6. literary source
7. a book of quotations
8. scientific source
9. thesaurus
10. an unabridged dictionary

The book selection aids listed in Appendix A include recommendations for additional reference materials.

c. Selection of reference material

Consultation of professional aids is imperative in the selection of reference materials because mistakes in this field are expensive. The Booklist, American Library Association (see Appendix A), contains recommendations based on detailed evaluative criteria and is especially helpful in choosing reference books. Reference Books for Small and Medium-sized Libraries (ALA), Recommended Reference Books for Small and Medium-sized Libraries and Media Centers (Bohdan Wyner), Guide to Reference Books for School Media Centers (Christine Wynar) and Reference Books for Children (Carolyn Sue Peterson) are all valuable selection aids. Reference materials should be judged by the following criteria:

Is the content accurate?

Is the material up-to-date?

Is the point of view fair and unbiased?

Is the material organized clearly and logically?

Is the style appropriate to the level of the intended reader?

d. The following list represents some reference books frequently found in school libraries. When books are recommended for certain grade levels, it has been noted.

# REFERENCE BOOKS

## I. ATLASES

- *Children's World Atlas*, 1981, Celestial Arts, (grades 4-7), $9.95
- *Goode's World Atlas*, 16th ed., 1982, Rand McNally, $18.11
- *Hammond Large Type World Atlas*, 1981, Hammond, $19.95 (grades 4-9)
- *Hammond New Contemporary World Atlas*, 1977, Hammond, $15.95
- *National Geographic Atlas of the World*, 5th ed., 1981, National Geographic Society, $44.95
- *National Geographical Picture Atlas of Our 50 States*, 1978, National Geographic Society, $16.95 (grades 4-7)
- *New York Times Atlas of the World*, 1983, Times Books, $49.95
- *Rand McNally Cosmopolitan World Atlas*, 1984, Rand McNally, New Census Edition $45.00
- *Rand McNally Picture Atlas of the World*, 1979, Rand McNally, $9.95 (grades 4-7)
- *School and Library Atlas of the World*, 1984, School and Library Publishing Company, $94.50
- *World Book Atlas, World Book Atlas of U.S. and Canada*, 1985, World Book, $40.00 for the set

## II. BIOGRAPHICAL SOURCES

- *Current Biography*, 1940 and annually, H.W. Wilson, $28.00 per volume
- *Facts About the Presidents*, 4th ed., 1981, H.W. Wilson, $30.00
- *Fifth Book of Junior Authors and Illustrators*, H.W. Wilson, 1983, $14.00
- *McGraw Hill Encyclopedia of World Biography*, 12 vols., McGraw Hill, 1973, $450.00 per set
- *Something About the Author*, 1971-1984, Gale, $52.00 per volume
- *Webster's American Biographies*, 1975, Merriam Webster, $15.00
- *Webster's Biographical Dictionary*, 1983, Merriam Webster, $18.95
- *Who's Who in America*, Index 1984-1985;43rd ed. in 2 vols., Marquis, $118.50

## III. BOOKS OF QUOTATIONS

- *Bartlett's Familiar Quotations*, 1980, Little, $24.54
- *Oxford Dictionary of Quotations*, 1979, Oxford Univ. Press, $35.00
- Stevenson, Burton, *Home Book of Quotations*, 1967, Dodd, $40.00

## IV. THESAURI

- *In Other Words: A Beginning Thesaurus*, 1982, Scott Foresman, (elem. grades)
- *In Other Words: A Junior Thesaurus*, 1982, Scott Foresman, $9.19, (grades 7-12)
- *Roget's Thesaurus*, 1981, PB, $2.95
- *Roget II: The New Thesaurus*, 1980, Houghton Mifflin, $9.95
- *Webster's Dictionary of Synonyms and Antonyms*, 1973, Encyc. Britannica, $10.95 (grades 9-12)
- *Webster's New World Thesaurus*, 1983, Collins Pubs., $9.95
- *Webster's School Thesaurus*, 1978, Merriam Webster, $9.95

## V. DICTIONARIES

### A. Unabridged

Random House Dictionary of the English Language, 1966, Random House, $49.95
Webster's Third New International Dictionary, 1981, Merriam Webster, $79.95

### B. Abridged

American Heritage Dictionary 2nd Collegiate ed., 1982, Houghton Mifflin, $17.95
American Heritage School Dictionary, 1977, Houghton Mifflin, $9.95 (grades 6-9)
MacMillan Dictionary for Children, 1982, MacMillan, $12.95 (grades 1-6)
Scott Foresman Advanced Dictionary, 1983, Scott Foresman, $12.29 (grades 7-12)
Scott Foresman Beginning Dictionary, 1983, Scott Foresman, $12.85 (grades 1-6)
Scott Foresman Intermediate Dictionary, 1983, Scott Foresman, $12.29 (grades 7-12)
Webster's Elementary Dictionary, 1980, Merriam Webster, $9.95 (grades 1-6)
Webster's Intermediate Dictionary, 1977, Merriam Webster, $8.95 (grades 7-9)
Webster's New Collegiate Dictionary, 1983, Merriam Webster, $14.95
World Book Dictionary, 1983, World Book, 2 vols. (grades 4-12)

## VI. ENCYCLOPEDIAS

Britannica Junior, 1982, Encyclopedia Britannica, 15 vols., $263.00
Childcraft, 1982, World Book, 15 vols., $134.25 (grades K-6)
Collier's Encyclopedia, 1984, MacMillan, 24 vols., $649.00
Compton's Encyclopedia, 1983, Encyclopedia Britannica, 26 vols., $419.00
Encyclopedia Americana, 1984, Grolier, 30 vols., $722.00
Merit Student's Encyclopedia, 1984, MacMillan, 20 vols., $449.00
New Book of Knowledge, 1984, Grolier, 21 vols., $419.50
World Book Encyclopedia, 1985, World Book, 22 vols. (grades 4-12)

## VII. ALMANACS

Information Please Almanac, 1985, A&W Publishers, $5.95
World Almanac and Book of Facts, 1985, World Almanac, $4.95

## VIII. LITERARY SOURCES

Benet, William, The Reader's Encyclopedia, 1965, T.Y. Crowell, $16.95
Contemporary Authors, 1985, Gale, $76.00
Granger's Index to Poetry, 1982, Columbia U. Press, $124.00
Index to Poetry for Children and Young People, 1983, H.W. Wilson, $23.00
Oxford Companion to American Literature, 1983, Oxford Univ. Press, $49.95
Oxford Companion to English Literature, 1985, Oxford Univ. Press, $35.00
Short Story Index, 1979, H.W. Wilson, $25.00

IX. SCIENTIFIC SOURCES

McGraw Hill Encyclopedia of Science and Technology, 1982, McGraw Hill, 15 vols., $765.00

New Book of Popular Science, 1982, Grolier, 6 vols., $112.00

New International Wildlife Encyclopedia, 1980, Raintree Press, 21 vols., $399.50 (junior and senior high)

Raintree Illustrated Science Encyclopedia, 1984, Raintree Press, 20 vols., $249.50 (grades 3 up)

Raintree New Encyclopedia of Science, 1982, Raintree Press, 16 vols., $349.50 (junior and senior high)

Van Nostrand's Scientific Encyclopedia, 1982, Van Nostrand Reinhold, $129.50

Young People's Science Encyclopedia, 1979, Children's Press, 20 vols., $226.00 (grades 3-9)

X. OTHER REFERENCE BOOKS

Barber, Richard, A Companion to World Mythology, 1979, Delacorte, $14.95 (elementary grades)

Barraclough, E.M.C. and W.G. Crampton, Flags of the World, 1978, Warne, $25.00

Encyclopedia of Health and the Human Body, 1977, Franklin Watts, $16.90 (grades 7 up)

Famous First Facts 4th ed., 1981, H.W. Wilson, $60.00

Guinness Book of World Records, 1985, Sterling, $12.95

Hickok, Ralph, New Encyclopedia of Sports, McGraw Hill, $27.50

Hopke, William E., Encyclopedia of Careers and Vocational Guidance, 1982, 2 vols., Doubleday, $49.95

Krythe, Maymie R., What So Proudly We Hail: All About Our American Flag, Monuments, and Symbols 1968, Harper and Row, $9.97

Lands and People, 1983, Grolier, 6 vols.

Lincoln Library of Sports Champions, 1981, Frontier Press, 20 vols., $299.50

Menke, Frank G., Encyclopedia of Sports, 1978, Barnes, $30.00

Occupational Outlook Handbook, 1984, U.S. Govt. Printing Office, $8.00, annually

Oxford Junior Companion to Music, 1980, Oxford Univ. Press, $27.50

Shankle, George E., State Names, Flags, Seals, Songs, Birds, Flowers, and Other Symbols, rev. ed., Repr. of 1938 ed., Greenwood, $23.50

Simon, Hilda, Bird and Flower Emblems of the United States, 1978, Dodd, Mead, $7.95

Smith, Whitney, The Flag Book of the United States, 1975, Morrow, $12.95

Social Issues Resources Series Inc., PO Box 2507, Boca Raton, Fla. 33427 (excellent source of information on current problems such as drugs, alcohol, aging, ethnic groups, health, smoking, family, etc. and is very reasonable)

Webster's New Geographical Dictionary, 1984, Merriam Webster, $17.50

Worldmark Encyclopedia of Nations, 1984, Wiley, 5 vols., $99.50

Worldmark Encyclopedia of the States, 1981, Harper Row, $69.95

## XI. MONTANA AND REGIONAL BOOKS

Alderson, Nannie T., and Helena Huntington Smith, A Bride Goes West, $5.95, University of Nebraska Press., 1969.
Brown, Dee, Gentle Tamers: Women of the Wild West, $6.50, University of Nebraska Press, 1981.
_____. Bury My Heart at Wounded Knee: An Indian History of the American West, $16.95, HR & W, 1971 (grades 7-up)
Burlingame, Merrill G., John Bozeman: Montana Trailmaker, $4.50
_____. Montana Frontier, $9.00
Carpenter, Alan, Montana: From Its Glorious Past to the Present, 1968, Children's Press
Cheney, Roberta Carkeek, Names on the Face of Montana: The Story of Montana's Place Names, $9.95 Mountain Press, 1983
Craighead, John, Field Guide to Rocky Mountain Wild Flowers, 1974, Houghton Mifflin
Dary, David, Cowboy Culture: Saga of Five Centuries, $18.50 Knopf, 1981.
John A. Alwing, Eastern Montana: A Portrait of a Land and Its People, $12.95, Montana Magazine, 1982.
Farr, William E., and K. Ross Toole, Montana: Images of the Past, $35.00, Pruett, 1978.
Freedman, Russell, Children of the Wild West, $12.95, HM, 1983.(elementary-up)
Gildart, Robert C., Montana Wildlife, $12.95 Montana Magazine, 1982.
Gorsline, Marie and Douglas, Cowboys, $1.50 Random, 1980. (children's book)
_____. North American Indians, $1.50 Random, 1978. (children's book)
_____. The Pioneers, $1.50 Random, 1982. (children's book)
Guthrie, A.B., Jr., Fair Land, Fair Land, $14.95, HM, 1982.
_____. The Big Sky, $9.95, HM, 1972.
Henry, Ralph, Our Land, Montana, 1972, Rev. ed. State Pub., Helena
_____. Treasure State: The State of Montana for Junior Montanans,1972, 6th ed., State Pub., Helena
_____. The People of Montana, 1958, State Pub., Helena
Howard, Harold P., Sacajawea, $6.95
Howard, Helen A., Saga of Chief Joseph, $7.50, University of Nebraska Press, 1978.
Howard, Joseph Kensey, Montana: High, Wide and Handsome, $7.50, University of Nebraska Press, 1983.
Johnson, Dorothy, Montana (States of the Nation Series), 1970, Coward
Linderman, Frank B., Plenty-Coups, Chief of the Crows, $7.95, University of Nebraska Press, 1962.
_____. Pretty-Shield: Medicine Woman of the Crows, $4.95, Univeristy of Nebraska Press, 1974.

IX. MONTANA AND REGIONAL BOOKS, continued

Miller, Don C., Ghost Towns of Montana, $9.95, Pruett, 1974.

_____. and Stan Cohen, Military and Trading Posts of Montana, $7.95 Pictorial History, 1978.

Montana Almanac, 1958 Supplement, University of Montana Press, Missoula

Montana in Maps, 1962, Montana State University, Research and Endowment Foundation

Mountain Men and Fur Traders of the Far West, Hafen, LeRoy R., ed., $8.95, University of Nebraska Press, 1982.

Patent, Dorothy H., Where the Bald Eagles Gather, $11.95, HM, 1984 (ages 5-up)

Reese, Rick, ed., Montana Mountain Ranges, $13.95 Montana Magazine, 1981.

Thomasma, Kenneth, Naya Nuki: Girl Who Ran, $7.95, Baker Book, 1983. (children's book)

Western Montana: A Portrait of a Land and Its People $12.95, Montana Magazine, 1983.

## "Sets" and "Series" and Book Club Selections

No consideration should be given to the purchase of "sets" or "series" or book club selections unless they:

a. Serve the age level of the pupils;

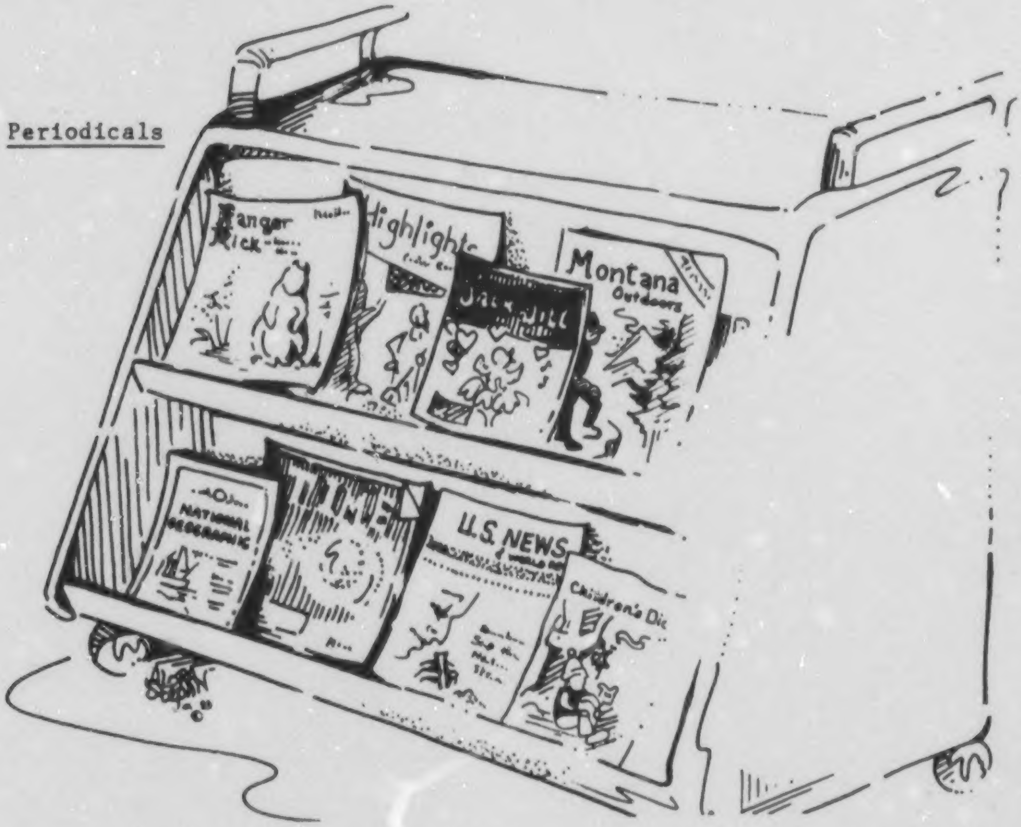
b. Do not duplicate titles already in a small collection;

c. Do not include materials of limited usefulness;

d. Do not require subscription to any part of the works before publication;

e. Have a professional review available for the individual titles.

## Periodicals



a. Scope of the periodical collection in the school library:

Standards for Accreditation of Montana Schools state that the periodical collection of the central library should include periodicals of appropriate age level.

In addition to general and literary or book reviewing periodicals, high school collections should contain special periodicals selected to represent as nearly as possible all subject areas. The Readers' Guide to Periodical Literature or the Abridged Readers' Guide to Periodical Literature should be regarded as standard equipment in Montana high schools

b. Selection of periodicals

Magazines are a primary source of information about current events and should be selected as carefully as other materials. The periodical collection should be sufficiently varied to meet the needs of the curriculum and the non-academic interests of the students. Magazines should also be selected to meet the professional needs of the teachers. Periodicals chosen to meet minimum requirements for high school libraries should be those included in the Abridged Readers' Guide to Periodical Literature or Readers' Guide to Periodical Literature. Periodicals may be selected from The Elementary School Library Collection (Phases 1-2-3, edited by Mary Gaver); Periodicals for School Libraries: A Guide to Magazines, Newspapers, and Periodical Indexes, compiled by Marian H. Scott, American Library Association; Children's Magazine Index, Magazines for Children by Selma K. Richardson, ALA; and States' Periodicals Index (1660 Smithville Road, Havre, MT 59501; an index to Montana magazines.)

c. Back issues of periodicals that are frequently used should be retained for five years.

The following periodicals are highly recommended for elementary and secondary schools:

PERIODICALS

BOY'S LIFE, monthly, $8.40, Boy Scouts of America, PO Box 61030, Dallas, Fort Worth Airport, TX 75261 (Elem, Jr. High)

BOOKLIST, twice monthly, $40.00, American Library Association, 50 E. Huron St., Chicago, IL 60611 (Professional collection)

CHILDREN'S DIGEST, 9 issues per year, $10.95, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., PO Box 567B, Indianapolis, IN 46206 (Elem)

CHILDREN'S PLAYMATE, 9 issues per year, $10.95. Same address as Children's Digest (Elem)

COBBLESTONE, monthly, $15.00, Cobblestone Publg. Inc., 28 Main St., Peterborough, NH 03458 (Elem)

COMPUTING TEACHER, 7 issues per year, c/o Computing Center, Eastern Oregon State College, La Grande, OR 97850 (Professional Collection)

CONSUMER REPORTS AND ANNUAL BUYING GUIDE, monthly, $12.00, Consumers Union of the U.S., 256 Washington St., Mount Vernon, NY 10550 (Junior and Senior High)

CREATIVE COMPUTING, monthly, $15.00, PO Box 789-M, Morristown, NJ 07412 (Professional collection)

CRICKET: THE LITERARY MAGAZINE FOR CHILDREN, monthly, $15.00, Open Court Publishing Co., 1058 Eighth St., La Salle, IL 61301 (Elem)

CYCLE, monthly, $13.98, Ziff Davis Publg. Co., One Park Ave., New York, NY 10016 (Jr. and Sr. High)

DIRT BIKE, monthly, $12.98, Daisy/Hi-Torque Publg. Co., 16200 Ventura Blvd., Encino, CA 91436 (Jr. and Sr. High)

DISCOVERY, quarterly, $2.00, Allstate Enterprises Inc., 410 N. Michigan Ave., Chicago, IL 60611 (Jr. and Sr. High)

DYNAMITE, monthly, $12.00, Scholastic Inc., PO Box 1925, Marion, OH 43302 (Elem. and Jr. High)

ELECTRIC COMPANY MAGAZINE, 10 issues per year, $6.95, Children's Television Workshop, One Lincoln Plaza, New York, NY 10023 (Elem)

ELECTRONIC LEARNING, 8 issues per year, $19.00, 902 Sylvan Ave., Englewood Cliffs, NJ 07632 (Elem, Jr. High, Professional)

FIELD AND STREAM, monthly, $9.94, CBS Publns, Inc., 1515 Broadway, New York NY 10036 (Sr)

HIGHLIGHTS FOR CHILDREN, 11 issues per year, $14.95, 2300 W. Fifth Ave., Columbus, OH 43216 (Elem)

HORN BOOK, 6 issues per year, $21.00, Horn Book Inc., Park Square Bldg., 31 St. James Ave., Boston, MA 02116 (Professional collection)

HOT ROD, monthly, $11.94, Petersen Publg. Co., 8490 Sunset Blvd., Los Angeles, CA 90069 (Jr. and Sr. High)

JACK AND JILL, 9 issues per year, $10.95, Benjamin Franklin Literary and Medical Society, 1100 Waterway Blvd., PO Box 567B, Indianapolis, IN 46206 (Elem)

HORSE AND HORSEMAN, monthly, $12.00, Charger Publns., PO Box HH, Capistrano Beach, CA 92624 (Jr. and Sr. High)

HORSEMAN, monthly, $15.00, Cordovan Corp., 5314 Bingle Rd., Houston, TX 77092 (Sr. High or upper Jr. High)

MEDIA AND METHODS, 9 issues per year, $19.00, American Society of Educators, 1511 Walnut St., Philadelphia, PA 19102 (Professional collection)

MICROZINE, 6 times per year, $149.00 (magazine on computer diskette), Scholastic Microzine, PO Box 645, Lyndhurst, NJ 07071-9986

MONTANA MAGAZINE, 6 issues per year, $12.00, Box 5630, Helena, MT 59604

MONTANA MAGAZINE OF WESTERN HISTORY, quarterly, $15.00, Montana Historical Society, 225 N. Roberts St., Helena, MT 59601

MONTANA OUTDOORS, bi-monthly, $5.00, Montana Dept. of Fish, Wildlife, and Parks, 1420 E. Sixth St., Helena, MT 59601

NATIONAL GEOGRAPHIC, monthly, $13.50, National Geographic Society, 17th & M Streets NW, Washington, D.C. 20036 (Elem-Sr. High)

NATIONAL GEOGRAPHIC WORLD, monthly, $8.95, Dept. 00384, 17th and M Streets NW, Washington, D.C. 20036 (Elem and Jr. High)

NATIONAL WILDLIFE-INTERNATIONAL WILDLIFE, bi-monthly, $17.50 for both, National Wildlife Federation, 1412 16th St. NW, Washington, D.C. 20036 (Elem-Sr. High)

NEWSWEEK, weekly, $32.50, Newsweek Inc., 444 Madison Ave., New York, NY 10022 (Jr.-Sr. High)

OUTDOOR LIFE, monthly, $11.94, Times Mirror Magazines, Inc., 380 Madison Ave., New York, NY 10017 (Elem-Sr. High)

PENNY POWER, bi-monthly, $9.00, PO Box 1906, Marion, OH 43305 (Elem consumer info)

POPULAR SCIENCE, monthly, $11.94, Times Mirror Magazines, 380 Madison Ave., New York, NY 10017 (Elem-Sr. High)

RANGER RICK, monthly, $10.50, National Wildlife Federation, 1412 16th St. NW, Washington, D.C. 20036 (Elem)

SCHOOL LIBRARY JOURNAL, monthly, $32.00, R.R. Bowker Co., Subn Dept., PO Box 13706, Philadelphia, PA 19101 (Professional collection)

SCIENCE 8--, 10 issues per year, $15.00, American Association for Advancement of Science, PO Box 10790, Des Moines, IA 50340 (Sr. High)

SCIENCE DIGEST, monthly, $14.00, Hearst Corp., PO Box 10076, Des Moines, IA 50350 (Elem-Sr. High)

SCIENCE NEWS, weekly, $19.50, Robert J. Trotter. Service, Inc., 1719 N. St. NW, Washington, D.C. 20036 (Elem-Sr. High)

SEVENTEEN, monthly, $9.95, Triangle Communications, Inc., 850 Third Ave., New York, NY 10022 (Elem-Sr. High)

SKI, 7 issues per year, $9.94, Times Mirror Magazines, 380 Madison Ave., New York, NY 10017 (Sr. High)

SMITHSONIAN, monthly, $14.00, Smithsonian Association, PO Box 2955, Boulder, CO 80322 (Jr. and Sr. High)

SPORTS ILLUSTRATED, weekly, $36.00, Time Inc., 591 N. Fairbanks St., Chicago, IL 60611 (Elem-Sr.)

TEACHING AND COMPUTERS, monthly, $15.95, Scholastic Inc., PO Box 645, Lyndhurst, NJ 07071-6686 (Elem)

TEEN, monthly, $11.95, Petersen Publg. Co., 8490 Sunset Blvd., Los Angeles, CA 90069 (Elem-Jr.)

3-2-1 CONTACT, 10 issues per year, $8.95, PO Box 2933, Boulder, CO 80321 (Elem-Jr. High science)

TIGER BEAT, monthly, $9.95, Laufer Publg. Co., Suite 800, 7060 Hollywood Blvd., Hollywood, CA 90028 (Elem-Jr. High)

TIME, weekly, $35.00, Time Inc., 3435 Wilshire Blvd., Los Angeles, CA 90010 (Jr-Sr. High)

U.S. NEWS AND WORLD REPORT, weekly, $31.00, U.S. News and World Report, Inc., 2300 N St. NW, Washington, D.C. 20037 (Jr-Sr. High)

## MAPS (Hatcher)

In the public or academic library, the map collection (except for reference section) is not likely to be large because there is little call for such material that cannot be met through normal channels.

For most libraries, acquisition is limited to approved atlases, some individual maps and globes, and possibly kits to be employed in geography lessons. Purchase is made through large map publishers such as Rand McNally or Hammond. Except for special map-library requirements, criteria for selection of other media are applicable.

### Map Criteria

1. How are maps going to be used by the faculty, students or possibly the general public? Audience is a major factor, possibly even more than with some other media because the

user's need will dictate both the number and the types of maps purchased.

2. Difficulty of Media
3. Price
4. Format
5. Timeliness
6. Curriculum Support
7. Demand
8. Size and Ease of Handling
9. Color
10. Legibility
11. Suitability for Students
12. Detail and Accuracy

## Types of Maps

1. Pictorial Map

   Designed to assist young children in recognizing and naming geographic features.

2. Contour Maps or Relief Maps

   Three dimensional land formation from data supplied in flat contour maps (may be purchased in kit form).

3. Filmstrips

   White-line outline maps that permit projection on dark chalkboards for tracing.

4. Floor Maps

   Large activity-oriented maps used for teaching abstract concepts, geographic, economic and cultural. Students can apply paint, yarn, crayons and other materials directly to the map.

5. Wall Maps

   Designed to provide opportunities for a number of students to study graphic data simultaneously. Most wall maps range in width between 40 and 60 inches. Too much detail makes them hard to see and read.

   > Value: Variety available - physical, political, relief or simulated relief can be obtained for almost any portion of the world.
   >
   > Colored literary or language maps pictorialize the writings and language of different countries.
   >
   > Specialized maps are also available.

6. Chalkboard Outline Maps

   Have a surface that may be written on with chalk and then erased. They have clear outlines and few colors, usually black or light green with blue oceans.

7. Outline Maps

   Provide a medium on which to record and fill in geographical data for individualized use.

8. Atlases, Slides and Transparencies

   Flat maps for individual student reference and study come in books of maps called atlases. They cover a wide range of materials such as world, regions, historical periods or one very specialized subject, such as rare metal deposits. These maps are often in great detail.

Map Sources

1. U.S. Government has a map listed for almost every need from local bay rivers to Mars. They are listed in:

   John Andriot's Guide to U.S. Government Maps

   McClean Index, 1975, 2 volumes

   Monthly Catalog of the U.S. Government Publications

2. Local Maps - Free

   Chamber of Commerce

   City Planning Office

3. State Level

   State Library

4. On-Going Information on Maps

   Bulletin of the Special Libraries Association and Map Division

5. International Maps and Atlases in Print

Second Edition

New York R.R.

Bowker 1976

8000 maps listed from more than 700 publishers

6. National Geographic Index

## GLOBES

### Globe Criteria

1. Size and Legibility

Suitable range from 8-25 inches in diameter. Political geography should be 12-16 inches in diameter or larger. Marking globes should be 24 inches in diameter.

Legibility in regard to the amount of detail, size, and style of lettering and combinations of colors used.

2. Detail and Simplicity

Primary Grades - simplified, markable globe with minimum detail.

Upper Grades - more detail is appropriate but never so much as to obscure information portrayed.

3. Color Symbols

Should distinguish political divisions; elevation and land/water differences:

Blue - usually water

White - continental shelf

Green - low lands

Yellow, Red, Orange and Brown - progressively higher elevations.

Beginner Globe - usually 2-3 colors

Intermediate Globe - usually 4-5 colors

Regular Globe - usually 10-12 colors

If colors are unduly brilliant, they are harder to read than more subdued hues.

## MAPS AND GLOBES

Aero Service Corporation
210 E Courtland Street
Philadelphia PA 19120

American Map Company
1926 Broadway
New York NY 10023

Benefit Press
10300 W Roosevelt Road
Westchester IL 60153

George F. Cram Company
301 S La Salle
Indianapolis IN 46206

Denoyer-Geppert Company
5235 Ravenswood Ave
Chicago IL 60640

Farquhar Transparent Globes
5007 Washington Ave
Philadelphia PA 19143

Hammond, Inc.
515 Valley St
Maplewood NJ 07040

Hubbard Scientific Company
PO Bx 442
Northbrook IL 60062

Mead Educational Services
1391 Chattahoochee Ave
Atlanta GA 30318

National Geographic Society
17th & M Street NW
Washington DC 20036

A.J. Nystrom & Company
3333 Elston Ave
Chicago IL 69618

Rand McNally & Company
8255 Central Park Ave
Skokie IL 60076

Tanzer Multi Maps
RD 3 Shenandoah Road
Hopewell Junction
New York NY 12533

Trippensee Planetarium Co.
301 Cass Street
Saginaw MI 48602

Seavey, Charles A. "An Inexpensive Map Collection" School Library Journal. August 1980 42p.

A short summary of how, what and how many to order from the U.S. Geological Survey for a nice compact but versatile map collection for a small library.

School libraries should provide a basic map collection for use by teachers and students alike. Maps are colorful, highly informative, and well worth the price.

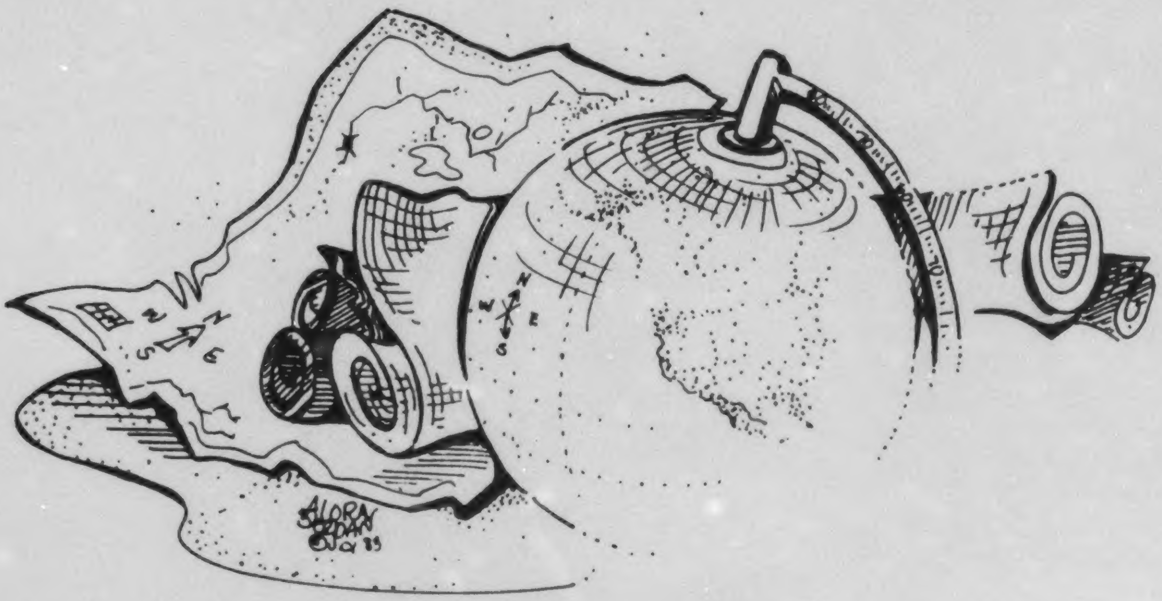
Libraries can acquire a basic map collection by writing the U.S. Geological Survey to request a current Index to Topographic Maps of your particular state. The Index is free, and once you have it you have the key to your basic state and local map collection. The Index is published annually and lists the date of each sheet along with the title. Prices of maps range from $1.25 for a single sheet map to $72.50 for a complete map collection.

Libraries located east of the Mississippi (including Minnesota), write:

Distribution Section
U.S. Geological Survey
1200 S Eads Street
Arlington VA 22202

For those west of the Mississippi:
Distribution Section
U.S. Geological Survey
Box 25286 Federal Center
Denver CO 80225

In Alaska write:
Distribution Section
U.S. Geological Survey
310 First Avenue
Fairbanks AK 99701



## Most Important Types of Information Made Available on Maps and Globes

1. Surface features: rivers, plains, mountains and other land and water forms.
2. Places and their directions or distances from each other.
3. Scientific data: ocean currents or geological formations.
4. Social or cultural data, such as population or language patterns.
5. Political data: boundaries between states or countries, types of government, or election results.
6. Historical changes: political subdivisions, often in a series of maps or globes.
7. Economic data: industrial production, agricultural products, international trade and population.

## Types of Globes (specific types)

1. World globes
2. Celestial globes
3. Globes of the planets and stars

## Audiovisual Materials

A) Selection of materials requires careful and critical evaluation. Consideration should be given to the knowledge of the groups using the materials, the purposes and objectives for which they are to be used, the curriculum, and the relationship to other materials.

Evaluating materials involves:

1. Preliminary information, searching
2. Previewing, auditioning or reviewing (See Criteria for Selection)

3. Testing through actual classroom tryouts

4. Recording appraisals or evaluations

## EVALUATING NONPRINT MATERIALS

*(You should be able to answer yes to the majority of the following questions in order for a piece of software to be acceptable for purchase.)

I. Validity and Authenticity

Are all facts accurate?
Is the presentation without bias?
Is all information up to date?

II. Appropriateness

Is the vocabulary correct for student's level?
Are the concepts understandable for student's level?
Is the material suitable for individuals, groups, or both?
Is the material motivational?
Is the material challenging?
Does the material meet your instructional objectives?

III. Scope/Topic Development

Is the subject adequately covered?
Does the content meet the needs of the curriculum?
Is the material arranged logically in an orderly sequence?
Are there opportunities for the learner to do self evaluation?
Could this material be used in several subject areas?
Is the material paced well without excessive repetition?

IV. Special Materials

Are descriptive notes, user's guides, teacher's guides, worksheets, and scripts provided with this piece of software?
Are there directions for the pre and post activities in the special accompanying materials?

V. Technical Aspects

A. Sound

Is the tone all right?
Are sound and images synchronized correctly?
Is the narration well organized?
Is there very little volume change or extraneous sounds?
Is the narration easy to understand?

B. Visual

Are the pictures clearly focused?
Are the size relationships realistic?
Is the color realistic and effectively used?
Are the visuals simple in their content and effectively done?

VI. Physical Characteristics

Is very little instruction needed in order to use the material?
Will this item of software survive student and teacher use and abuse?
Is material attractively packaged?
Is the material easy to store?
Is the material easy to repair and will the producer replace broken materials free or at cost?

VII. Reviews

Has this material been reviewed favorably in professional evaluation sources?

VIII. Cost

Is this material too expensive for budgetary constraints?
Is this material usable with existing equipment in the institution?
Is a less expensive item available which is just as effective?

## Vertical file

A vertical file can contain pictures, maps, newspaper clippings, magazine articles, and pamphlets on many different subjects. These materials are placed in folders and arranged alphabetically according to subject. They provide a source of information for students and teachers that supplements books and audiovisual materials. Often the vertical file contains up-to-date information that cannot be found elsewhere. See appendices listing of free and inexpensive materials.

## Materials of Definite Local-Reference Appeal

Owing to the limited appeal of materials with a definite local frame of reference, reviews frequently are unavailable for these materials. However, some of these materials obviously belong in the local school library. In selecting, the school librarian must be guided by local needs and by the recommendations of people acquainted with the materials. The Montana State Library compiles and frequently revises selected lists of Montana books.

## Gifts

Gifts to the library should be encouraged, but should be accepted only if they are approved by the librarian and meet the standards used for the selection of materials purchased. Free, unsolicited materials should be critically reviewed before they are added to the library collection.

# Standards

STANDARDS FOR ACCREDITATION FOR MONTANA SCHOOLS

The following recommendations pertain to rural school needs. They are based on the 1975 national standards for school media programs published by the American Library Association and the Association for Educational Communications and Technology.

There should be 40 media items (print and nonprint) per user:

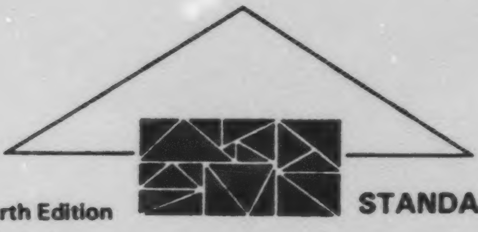
Books: 16-24 per user

Visual Materials:

Filmstrips, 1-4 items per user

Slides and Transparencies, 4-12 items per user

Graphics (posters, art and study prints, maps and globes), 1-2 items per user



Fourth Edition

# STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS

***Minimum***

years. All instructional materials must be sequential and, in addition, must be compatible with previous and future offerings.

### 404. Library Media Services, K-12

(1) All schools shall have a centralized catalog of all the instructional media in the school, exclusive of textbooks. This collection shall include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to students and teachers.

(2) Each school district shall have written policies regarding the selection, use and evaluation of materials and services and procedures for handling challenged materials. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.

(3) In high schools, junior high schools, middle schools and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teaching certificate with a library endorsement.

(a) In schools of 100 or fewer students, the librarian shall devote a minimum of 1 ½ hours or 2 periods per day in the library.

(b) In schools of 101 to 300 students the librarian shall spend a minimum of 3 hours or 3 periods per day in the library.

***Recommended***

The board of public education encourages schools to offer family life and human sexuality programs for all grades K-12. The goal of such programs is to develop in concert with parents, churches, community organizations, and youth, sources of information and discussion which will help students confront the physiological, psychological, social, and ethical implications of human sexuality.

Specific goals should be clearly explicated for each locality and should include information which will assist young people in understanding and integrating into their lives self-respect, mutual respect, consideration of the needs of others, affection and love, variety of family structures and roles of family members, male and female roles in society, communication skills, peer relationships, clarification of personal values and goals, and the consequences and implications of behavior.

The board of public education recommends that all schools shall have centralized all the instructional media in the school, exclusive of textbooks. This collection should include all the print and nonprint materials as well as supporting audiovisual equipment and shall be accessible to teachers and students. This collection should be organized according to accepted library practice and shall be readily available to the students.

Policies should be reviewed annually by the school board and made available to employees and patrons of the school district.

***Minimum***

(c) In junior and senior high schools of 301 to 500 students, the librarian shall spend full-time in the library. One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.

(d) Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:

| *Enrollment* | *Librarian* |
|---|---|
| 501 to 1,000 | 1.5 |
| 1,000 to 1,500 | 2 |
| 1,500 to 2,000 | 2.5 |
| 2,000 to 2,500 | 3 |

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

(4) Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-professional under the direct supervision of this librarian may be employed to meet this requirement.

(5) The library media collection shall include instructional items in numbers sufficient to meet staff and student needs. (Instructional items refer to all print and nonprint media owned by the school district including reference materials, periodicals, newspapers and materials held in the district instructional media centers.) The items shall be selected to represent as nearly as possible all areas of the curriculum at the appropriate reading level and interests of the students.

(6) After a school library has assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks and audiovisual materials, must meet the minimum expenditures given below:

***Recommended***

The board of public education recommends that after the school library has once assembled the minimum collection, the annual expenditure for books and periodicals, exclusive of textbooks and audiovisual materials, should meet the minimum expenditures given below:

# 400. SCHOOL PROGRAM

***Minimum***

*Funding: high school, junior high school, middle school and 7th and 8th grades funded at high school rates:*

| | |
|---|---|
| 50 or fewer students | $ 900 |
| 51-100 | 1,440 |
| 101-200 | 1,800 |
| 201-500<br>or $9 per student, whichever is greater. | 3,600 |
| 501-1,000<br>or $7.20 per student, whichever is greater. | 5,400 |
| 1,001-1,800<br>or $6.30 per student, whichever is greater. | 7,200 |
| 1,800 +<br>or $5.40 per student, whichever is greater. | 10,800 |

A minimum of $1.80 per student shall be expended for media software.

*Funding: Elementary*

300 or fewer students—$8.10 per student or $180, whichever is greater.
Over 300—$2,430 plus $4.50 per student over 300 enrollment.

A minimum of $1.80 per student shall be expended for media software.

(7) The staff shall provide students with instruction in the use of the media.

(8) Provision shall be made for work areas and individual study areas for viewing, listening and recording.

(9) The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding the following regular school hours.

**406. Guidance and Counseling, High School, Junior High School, Middle School and 7th and 8th Grades Funded at High School Rates.**

(1) Each full-time counselor and part-time counselor shall have a valid Montana teaching certificate and have at least 30 quarter (20 semester) hours preparation in guidance. (Effective for the 1986-87 school year, a counselor will need an endorsement based on a minimum of a minor and three years experience as a certified classroom teacher.)

***Recommended***

*Funding: high school, junior high school, middle school and 7th and 8th grades funded at high school rates:*

| | |
|---|---|
| 50 or fewer students | $1,440 |
| 51-100 | 2,160 |
| 101-200 | 2,700 |
| 201-500<br>or $12.60 per student, whichever is greater. | 5,400 |
| 501-1,000<br>or $10.80 per student, whichever is greater. | 8,100 |
| 1,001-1,800<br>or $9 per student, whichever is greater. | 10,800 |
| 1,800 +<br>or $7.20 per student, whichever is greater. | 16,200 |

The board of public education recommends that a minimum of $5.40 per student should be expended for media software.

The board of public education recommends that a minimum of $5.40 per student should be expended for media software.

The board of public education recommends that the library should be made available for use by students, staff and the general public in the evenings and at other times when such use does not conflict with the regular instructional program.

# POLICIES
# AND
# STANDARDS

## FOR THE ACCREDITATION
## OF

## ELEMENTARY SCHOOLS

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COMMISSION ON SCHOOLS
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGE
G. Don Fossatti, Executive Director
Blue Mountain Community College
Pendleton, Oregon 97801

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Para-professionals and teacher-aides, as defined in Standard IV #15, shall be actively engaged in an in-service program that is designed specifically to improve education competencies in their job responsibilities.

### STANDARD VI - INSTRUCTIONAL MEDIA SERVICES

inciple: Effective use of the learning media center enables pupils and aff to facilitate and improve the learning process.

andards:

. The school instructional media center, headed by a media specialist, shall offer a comprehensive program of services to children and teachers - such as story hour activities; teaching of media skills; checking out books; opportunities for independent study; group research; browsing; use of printed and audio-visual materials; and providing curricular materials.

2. Physical facilities shall include a space or spaces, readily accessible to pupils, attractive in appearance, properly lighted, fitted with suitable equipment, and with floor space to provide for a minimum of 40 pupils at one time, adequate space for storage and workroom and for other areas appropriate to a media center.

3. Schools with fewer than 12 full-time teachers shall employ a professionally qualified media specialist who shall spend half-time or more in the school. Schools with 12 or more full-time teachers shall employ a full-time, professionally qualified media specialist. Schools with 30 or more full-time teachers shall employ additional media staff - professional and/or clerical. When the number of full-time teachers is 20 or more but fewer than 30, schools shall employ at least half-time clerical help in addition to the media specialist. With 30 or more teachers, this clerical help shall be full-time.

4. Provision shall be made for adequate and appropriate learning materials and equipment for all levels and areas of instruction in the school.
    a. Basic criteria for evaluation of media and materials shall be as follows:
        (1) Materials shall provide opportunities for children to learn through doing.
        (2) Materials shall be used in a variety of ways and by children at different developmental levels.
        (3) Materials shall provide for individual and group use, interaction, and problem-solving.
        (4) Materials shall be safe, well constructed, and attractive.
    b. Media and materials that are representative of these criteria are as follows:
        (1) Indoor:
            (a) blocks (large hollow blocks and unit blocks)
            (b) art easels and brushes
            (c) art materials such as paint, clay, collage junk, paste, and scissors
            (d) tools
            (e) terrarium and/or cages for small animals
            (f) scales

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- (g) puzzles, games, flannel boards, counting boards, chalk boards, and magnetic boards
- (h) experience charts
- (i) books, including a wide variety of picture books
- (j) record player and records
- (k) tape player and tapes
- (l) filmstrip projector and filmstrips
- (m) cameras
- (n) housekeeping equipment (such as stove and dolls)
- (o) manipulative toys
- (p) water-play tray
- (o) other

(2) Outdoor:

- (a) ropes, hoops, broomsticks
- (b) tires, barrels, large boxes
- (c) sand
- (d) balancing boards, bouncing boards
- (e) stumps, logs, large constructional materials
- (f) wheel toys
- (g) climbing equipment
- (h) other

The minimum annual expenditure for books, periodicals, and audiovisual materials including dictionaries and encyclopedias for schools of various enrollments shall be as follows:

(a) 200 or fewer-------------$1,000
(b) 201-500------------------$2,000 or $5 per student whichever is greater
(c) 501-1,000----------------$3,000 or $4 per student whichever is greater
(d) over 1,000---------------$4,000 or $3.50 per student whichever is greater

The media center for the school shall house its collection of media, both printed and non-printed. Media should be varied, up-to-date, and carefully selected in terms of the school curriculum and instructional program.

The book collection shall contain a minimum of 10 books per child or 1,500 books, whichever is greater. Books on order but not delivered may be counted as a part of the requirement.

The school shall also have various types of audio-visual equipment. The audio-visual equipment should include an adequate and properly balanced quantity of items such as the following: 16mm motion picture projectors, filmstrip projectors, 8mm projectors, tape recorders, record players, television sets, and overhead projectors.

Special provision shall be made in local budgets for new schools in accredited systems to meet standards relating to collection of books and other media; however, state committees may give special consideration to such schools by allowing them time, not to exceed three years, to meet the standards and develop a balanced collection of suitable media materials.

10. In kindergarten and early childhood centers serving children under six, no central media center or media specialist is required. However, each classroom shall have a collection of a minimum of 10 books per child. These books shall be appropriate to the various developmental stages, with picture books predominating, and shall cover a variety of topics including nature, real-life experiences, fantasy, mechanical subjects, and art. Schools having centralized media centers will apply Standard VII.

11. A school which meets the Instructional Media Standards by offering services through the use of resources beyond the school itself shall specify such sources.

12. There shall be evidence that children have continual access to use of books and other learning materials.

# POLICIES
# and
# STANDARDS
# for
# ACCREDITATION

## OF
## HIGH SCHOOLS
## JUNIOR HIGH/MIDDLE SCHOOLS
## SPECIAL PURPOSE SCHOOLS

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COMMISSION ON SCHOOLS
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
G. Don Fossatti, Executive Director
Blue Mountain Community College
Pendleton, Oregon 97801
1981

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C. *Inspection of School Plant and Equipment*

An inspection of the school plant and equipment *shall* be made by an appropriate local school official *each school year* and all deficiencies *shall* be listed on the Annual Report. The school official may be the administrator, a director of buildings and grounds, or a competent person appointed by the Board.

## STANDARD IV—*Instructional Media*

The Northwest Association considers the instructional media center to be an important part of the educational program of a high school. It *shall* be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of information and materials.

Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center.

In order to insure that the school instructional media center is adequate to serve its educational function, the Association has established the following minimum standards.

A. *Use of Center*

The development of a good instructional media center and its proper use are essential to an effective program. The center *shall* be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding the following regular school hours. It is recommended that it be open evenings when feasible. Adequate orientation in the use of the center *shall* be provided for students and staff. Joint planning should be done between the instructional media specialist and teachers to encourage the use of the instructional media center resources in daily class activities.

B. *Facilities*

The facilities, space, and equipment of the center *shall* be adequate for the number of students enrolled and *shall* be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area and general library-media area.
2. All audiovisual equipment, nonprint, and print media of permanent value, exclusive of textbooks, *shall* be cataloged in the centralized media center. Items may be issued on long-term loan to a department. All media, both print and nonprint, *shall* be classified, cataloged, and processed for central distribution and inventoried annually.

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C. *Classifying, Cataloging, and Processing of Materials*

Every item of permanent value, whether print or nonprint, *shall* be classified and cataloged. A shelflist of all titles *shall* be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or microform catalog) and in dictionary arrangement (author-title-subject and all added entries arranged in one alphabetic dictionary file).

D. *Repair and Replacement*

Adequate resources *shall* be provided to assure regular inspection, repair, and replacement of materials and equipment.

E. *Staffing*

The following chart gives the instructional media specialist requirements which *shall* be observed. The first person *shall* be a certificated instructional media center specialist; additional people may be clerical or technical.

| Full-time Equivalency Media Specialists and other center personnel | School Enrollment |
|---|---|
| ¼ time | Up to 125 |
| ½ | 126-250 |
| 1 | 251-500 |
| 1½ | 501-750 |
| 2 | 751-1000 |
| 2½ | 1001-1250 |
| 3 | 1251-1500 |
| 3½ | 1501-1750 |
| 4 | 1751-2000 |
| 4½ | 2001-2250 |
| 5 | 2251-2500 |
| 5½ | 2501-2750 |
| 6 | Over 2751 |

Larger schools *shall* provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school *shall* have less than two hours per day of instructional media ce time available to students, staff, and others. Schools should try to keep library open under professional supervision as long as possible.

**Small Schools: Refer to Note on page 22, Introduction.**

F. *Collection Size*

1. The Association requires that the majority of titles in the school's b collection *shall* be selected cooperatively by the instructional media center s the teaching staff, and students. The *Senior High School Library Cata* (H. W. Wilson Company) and the *Junior High School Library Catalog*. (H. Wilson Company) are examples of resources available for the creation of a b collection. The *Booklist* (American Library Association) is a prominent pro sional journal which is used to keep the collection current.

2. There *shall* be continuous evaluation of the instructional media collectio assure balance, relevancy, and currency. A written selection policy, includi challenged materials statement, *shall* be adopted and reviewed periodica This written selection policy *shall* be made available to the State Commi upon request.

3. The minimum number of titles and volumes, exclusive of governm documents, and textbooks, required in schools of the various enrollments i follows:

1. 200 or fewer ........................2,400 volumes including 1,920 t
(1,536 titles shall be nonfict
2. 201-500 ...........................4,800 volumes including 3,840 t
(3,072 titles shall be nonfict
3. 501-1,000 ........................7,200 volumes including 5,760 t
(4,608 titles shall be nonfict
4. 1,001-1,800 ......................9,600 volumes including 7,680 t
(6,144 titles shall be nonfict
5. Over 1,800 .......................12,000 volumes including 9,600 t
(7,680 titles shall be nonfict

G. *Periodicals*

The Association *requires* that the distribution of periodicals be such tha departments in the school will be served. It also *requires* that proper storage filing space be provided for current and back copies of periodicals. All peri cals on the minimum list *shall* be selected from those included in *The Read Guide* or *The Abridged Readers' Guide*. These publications are consid standard for any school library.

In addition to one or more daily metropolitan newspapers and one o local newspapers, the minimum number of periodicals for student use schools of various enrollments is as follows:

## 30—HIGH SCHOOLS

| | |
|---|---|
| 1. 200 or fewer | 25 periodicals |
| 2. 201-500 | 30 periodicals |
| 3. 501-1,000 | 40 periodicals |
| 4. Over 1,000 | 50 periodicals |
| | (20% duplication permitted) |

A list of all periodicals provided *shall* be submitted with the Annual Report upon request of the State Committee.

### H. *Materials and Equipment*

1. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, video tape recording and play back equipment.

2. The instructional media center *shall* have a retrieval and inventory control procedure for equipment.

3. A school which meets the instructional media standard by offering library and media services through the use of resources beyond the school itself shall specify such sources.

### I. *Budget*

The minimum annual expenditure for books, periodicals, and audiovisual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments *shall* be as follows:

| | |
|---|---|
| 1. 200 or fewer | $1,000 or $7 per student, whichever is greater |
| 2. 201-500 | $2,000 or $6 per student, whichever is greater |
| 3. 501-1,000 | $3,000 or $5 per student, whichever is greater |
| 4. Over 1,000 | $4,500 or $4 per student, whichever is greater |

## —JUNIOR HIGH/MIDDLE SCHOOLS

## STANDARD III—*Instructional Media*

The instructional media center should be under the direction of a qualified instructional media specialist who supervises the cataloging and organizing of all books, periodicals, filmstrips, film loops, films, projectors, pamphlets, records, pictures and other instructional materials. The specialist aids teachers, students, and others in allocating, selecting, and using them.

Close cooperation between the teaching staff and the media specialist is essential to the administration of a good center.

In order to insure that the instructional media center is adequate, the following minimum standards have been established.

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### A. *Effective Utilization of the Center*

The development of a good instructional media center and its proper use are essential to an effective program. The center *shall* be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible. Adequate orientation in the use of the center *shall* be provided for students, staff, and others. Joint planning should be done between the instructional media center specialist and teachers to encourage the use of the instructional media center resources in daily class activities.

### B. *Facilities*

The facilities, space, and equipment of the center *shall* be adequate for the number of students enrolled and the type of curriculum program, and should be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and staff work areas, and general library.
2. Housing of all basic instructional media—print, nonprint, and equipment.
3. A well-equipped production room where instructional materials may be developed and produced.

### C. *Classifying, Cataloging, and Processing of Materials; Repair and Replacement*

All instructional media center materials housed in the school *shall* be properly inventoried and cataloged. A shelf list of all titles *shall* be maintained in the media center. Standard library card filing *shall* be used for all learning material and equipment.

Provision, financial and otherwise, should be made for the repair and replacement of media center materials and equipment.

### D. *Staffing*

The chart on the following page gives the instructional media center specialist time requirements which *shall* be observed. The first assigned person (and others assigned until there is at least a full-time person) *shall* be a certificated instructional media center specialist; additional people may be clerical or technical.

Larger schools *shall* provide assistant media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school *shall* have less than four hours per day of media center time available to students, staff, and others with a certificated media specialist.

The media center, under the direction and supervision of a certificated specialist, *shall* be open a minimum of four hours per day to students, staff, and others.

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E. ***Books***

**The Association requires that the majority of titles in the school's book collection *shall* be selected cooperatively by the instructional media center staff, the teaching staff, and students.**

**The instructional media center *shall* have a balanced distribution of titles in all classifications, and the collection *shall* be reviewed annually to eliminate obsolete titles. Eighty percent of the required minimum number of titles *shall* be nonfiction.**

The minimum number of titles and volumes, exclusive of textbooks and government documents, required in schools of the various enrollments is as follows:

| | |
|---|---|
| 1. 200 or fewer | 2,400 volumes including 1,920 titles<br>(1,536 titles shall be nonfiction) |
| 2. 201-500 | 4,800 volumes including 3,840 titles<br>(3,072 titles shall be nonfiction |
| 3. 501-1,000 | 7,200 volumes including 5,760 titles<br>(4,608 titles shall be nonfiction) |
| 4. Over 1,000 | 9,600 volumes including 7,680 titles<br>(6,144 titles shall be nonfiction) |

**Note: Refer to page 29, item F., for examples of resources available for the creation of a bas [illegible] collection.**

| School Enrollment | *Full-time Equivalency Media Specialists and other center personnel |
|---|---|
| Up to 250 | ½ time |
| 251- 500 | 1 |
| 501- 750 | 1½ |
| 751-1000 | 2 |
| 1001-1250 | 2½ |
| Over 1250 | 3 |

*The first full-time person must be a certificated instructional media center specialist; additional people may be clerical or technical. Volunteers may be assigned; however, they may not be counted to meet staffing requirements.

F. *Periodicals and Newspapers*

The Association requires that the distribution of periodicals be such that all departments in the school will be adequately served. It also requires that proper storage and filing space be provided for current and back copies of periodicals. All periodicals on the minimum list *shall* be selected from those included in *The Readers' Guide* or *The Abridged Readers' Guide*.

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

| | |
|---|---|
| 1. 200 or fewer | 25 periodicals |
| 2. 201-500 | 30 periodicals |
| 3. 501-1,000 | 40 periodicals |
| 4. Over 1,000 | 50 periodicals |

(20% duplication permitted)

A list of all periodicals provided *shall* be submitted with the Annual Report upon request.

G. *Nonprint and Other Materials and Equipment*

Materials and equipment *shall* be provided for effective use in the instructional program. Schools *shall* provide for the staff and students a list of materials and equipment available through the media center. Examples are: Filmstrips, film loops, tape and disc recordings and recorders, record players, flat pictures (including art prints), maps and globes, motion picture films, projectors of various kinds, television receivers, transparencies, screens, slides, cameras.

A school which meets this standard by offering library and media services through the use of resources beyond the school itself *shall* specify such sources.

H. *Budget*

The minimum annual expenditure for books, periodicals, and audiovisual materials including dictionaries and encyclopedias, for schools of various enrollments *shall* be as follows:

| | |
|---|---|
| 1. 200 or fewer | $1,000 |
| 2. 201-500 | $2,000 or $5 per student, whichever is greater |
| 3. 501-1,000 | $3,000 or $4 per student, whichever is greater |
| 4. Over 1,000 | $4,000 or $3.50 per student, whichever is greater |

# Ordering Materials

BOOK ORDER
REF

## VI. ORDERING MATERIALS

### Ordering: A Continuous Process

Ordering should be a continuous process throughout the year, regardless of when the actual ordering is done. A consideration card file of suggested titles is of great help when the time comes to compile the final order.

### Order Cards

Standard order cards, available from library supply companies, or mimeographed forms may be distributed to teachers and administrators for their use in suggesting materials to be ordered. Order cards are also useful together with the invoice for checking the receipt of books A sample order card is illustrated:

| | | |
|---|---|---|
| Class No. | Author (surname first) | |
| Assession No. | Title | |
| Date ordered | Volume | |
| Dealer | Publisher and Place | Year |
| Date received | Edition or series | No. of copies |
| | Price | |
| | Teacher making request | |
| | Reviewed in | |

## Book Jobbers

Book jobbers handle books from all publishers. Sending one order for books simplifies bookkeeping and allows the best overall discount. Since policies vary, it is usually desirable to ask several jobbers to state terms (rate of discount and payment of shipping charges) on the size of the order anticipated. If special services such as reinforced binding are wanted, additional costs should be checked before ordering. Book jobbers' addresses:

Most will furnish card sets and pre-processing.

ALESCO
404 Sette Drive
Paramus NJ 07652

Baker and Taylor
380 Edison Way
Reno NV 89052

Bound to Stay Books
W Morton Road
Jackonville IL 62650

Bro-Dart (owns A.C. McClurg Co.)
Box 923
1609 Memorial Avenue
Williamsport PA 17701

Campbell and Hall
1047 Commonwealth Ave
Boston MA 02117

Charles M Gardiner Co
749 N Keyser Avenue
Scranton PA 18501

Follett Library Book Co
4506 Northwest Highway
Crystal Lake IL 60014

University Microfilms (Xerox Co.)
300 N Zeeb Road
Ann Arbor MI 48106

## Audiovisual Materials

Selecting suitable materials for school purposes requires preview and careful screening. Materials must be examined in terms of presentation and use in the classroom. Often distinction must be made between the type of material selected. Since a great variety is now available, selection should be made on the basis of the least expensive item suitable for the purpose.

## Companies Supplying Nonprint Media

Coronet Films
65 E S Water Street
Chicago IL 60601

Educational Audio Visual, Inc.
Pleasantville NY 10570

Educational Enrichment Materials
(A company of the New York Times)
Catalog Dept. FH
357 Adams St
Bedford Hills NY 10507

Encyclopaedia Britannica Educational Corp.
425 N Michigan Avenue
Chicago IL 60611

Eyegate Media
3333 Elston Avenue
Chicago IL 60618

Guidance Associates
Communications Park
Bx 3000
Mount Kisco NY 10549

Guidance Associates
Subsidiary of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York NY 10017
(212) 754-3700

Listening Library, Inc.
PO Bx L
Old Greenwich CT 06870

Miller-Brody Production, Inc.
342 Madison Avenue
Dept. 79
New York NY 10017

National Geographic Society
17th & M Streets NW
Washington DC 20036
(202) 857-7000

Pendulum Press
The Academic Building
Saw Mill Rd
West Haven CT 06516

The Perfection Form Company
Sound Filmstrips
1000 N Second Avenue
Logan IA 51546
Book Catalog
100 N Second Avenue
Logan IA 51546

SVE Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago IL 60614

Troll
320 Rt 17
Mahwah NJ 07430

United Learning
PO Bx 718
6633 West Howard St
Niles IL 60648

Walt Disney Education Media Company
500 S Buena Vista Street
Burbank CA 91521

## Companies Providing Supplies and Equipment

Audio Visual Educational Systems (AVES)
Division of Jayark Corporation
PO Bx 740620
Houston TX 77274
1-800-231-3482

Audio Visual, Inc.
1818 E Broadway
Bx 2239
Bismarck ND 58502
1-800-437-8050

Colburn School Supply Company
999 S Jason Street
Denver CO 80203

***

2702 Montana Avenue
Billings MT 59101
(406) 245-3185

***

202 DeMers Avenue
Grand Forks ND 58201
(701) 746-5441

DEMCO Educational Corporation
PO Bx 7488
Fresno CA 93747
1-800-356-8394

Gaylord Bros.
Bx 4901
Syracuse NY 13221

Highsmith Co., Inc.
PO Bx 800
Highway 106 East
Fort Atkinson WI 53538

Holm James Distributors, Inc.
(Now referred to as The Source)
320 Sixth Street S
Great Falls MT 59403
(406) 761-2420

Northern School Supply Company
Bx 431
Great Falls MT 59403

Photo & Sound
2345 Glendale Rd
Sparks NV 89431

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19221 66th Ave South
PO Bx C88345
Seattle WA 98188

Robert Waxman Camera
913 15th St
Denver CO 80202
(303) 623-3963

Taylor Audio-Visual,Inc.
1009 Dakota Avenue S
Huron SD 57350
(605) 352-3205

Tersch Products, Inc.
Rogers MN 55374
(612) 428-4171

Upstart Library Promotionals
Bx 1393
Hagerstown MD 21740

WESTCO Distributing, Inc.
PO Bx 1775
719 4th Avenue N
Billings MT 59103
(406) 248-8660

## Ordering Newspapers and Periodicals

Newspapers may be ordered directly from the individual publishers or from a subscription agency. Ordering through an agency has the advantage of simplifying bookkeeping and of insuring that all subscriptions fall due at the same time, but is not worthwhile unless more than ten titles are needed. Names of reliable subscription agencies may be obtained from:

Montana State Library
930 E Lyndale
Helena MT 59601

Office of Public Instruction
Helena MT 59620

Subscription Agencies

EBSCO Subscription Services
2727 Bryant Street
Suite 100
Denver CO 80211

F. W. Faxon Co., Inc.
15 Southwest Park
Westwood MA 02090

McGregor Magazine Agency
25 Seminary
Mount Morris IL 61054

## Pamphlets

A fund should be available to the librarian so that he or she may purchase pamphlets and other inexpensive material of value to the library collection as they come to his or her attention. One source of pamphlets is listed below:

Pamphlet Jobbers
Bacon Pamphlet Service
East Chatham NY 12060

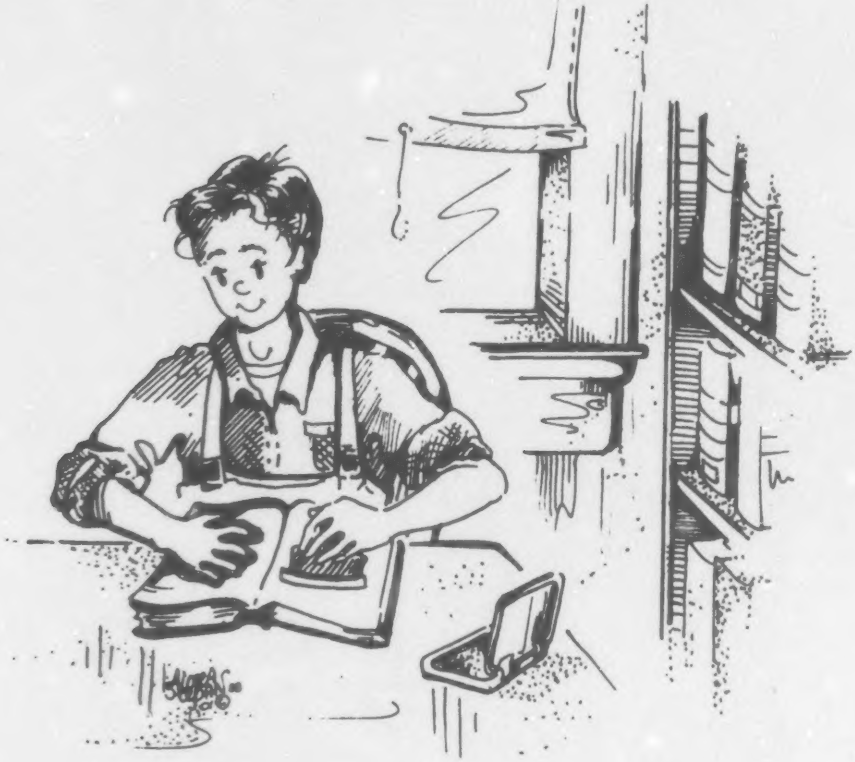
# Processing and Shelving

SCHOOL
MONTANA
BOOKS
REA

## VII. PROCESSING AND SHELVING

### Intitial Processing

After shipments have been checked against the invoice and order cards, individual items should be unpacked carefully and stamped with ownership and identification. Where an item cannot be stamped, a self-adhesive label is used.



### Preparation of Book for the Shelf (Oklahoma)

1. Assign copy number and type on the shelf list card and the checkout card and pocket.
2. If printed card and pocket did not come with the book, type the classification number, author, and title on each (add book price to book card).

3. Paste card and pocket and date due in book.

4. Attach label to spine (one and one-half inches from the bottom).

5. Cover label with wide tape or if the book jacket is to be used, cover the jacket with mylar book cover.

Book Pocket

F
Bur
c. 2

Burnford, Sheila
Incredible Journey

Book Card

F $6.18
Bur
c. 2

Burnford, Sheila

Incredible Journey

| Date | |
|---|---|
| Oct 1 | J. Doe |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Date Due Slip

DATE DUE

| | | | | |
|---|---|---|---|---|
| Oct 1 | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |
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80

## PROCESSING OF PAPERBACK BOOKS (Oklahoma)

Library media centers vary in the way in which paperbound books are processed. If they are to be intershelved, it is probably wise to catalog and process the paperbacks in the same manner as hardbacks. However, the practice in many schools is to use a simple processing method giving paperbacks an accession number only (PB-01, PB-02) and dispensing with a call number.

Cataloging is then limited to a shelf list card showing accession number and a duplicate card in a separate card catalog drawer entitled PAPERBACKS in which cards are alphabetized by title. If cataloged as hardbacks, it should be noted on the shelf list that the copy is a paperback.

Some school librarians have found paperbacks have a longer circulation life when students or volunteers cover each book with a clear plastic film available from any dime store or discount house.

Another method used is to assign a paperback a call number using the first letter of the author's last name. Type a title card for each paperback and establish a drawer in the card catalog for paperbacks. Put a label on each spine which has the one letter call number. The paperbacks thus are arranged in a loose order by the author's last name while the students can look up a paperback by title to see if the library has it.

## Processing of Nonprint Materials (Oklahoma)

Audiovisual materials should be equipped with a card and where possible with a pocket and date-due slip. After an item has been classified and cataloged (see Chapter VIII), cards should be typed using the same form and spacing as that of catalog cards and including classification number, author, publisher, composer, artist, title and copy number. For equipment a checkout sheet or checkout card may be used.

Audiovisual materials require special handling due to the number of pieces and the nature of the materials. With the revision of Anlgo-American Cataloging Rules (AACR2), there are now explicit directions for the cataloging of all non-print materials. There are several handbooks which aid in using the cataloging code; however, no attempt should be made to do original cataloging unless the librarian has been trained in this procedure. Instead, cataloging should be ordered with the materials at the time of purchase or from a cataloging service. The processing of the catalog cards would then follow the same steps as for a book.

The following terms are used in the AACR2 General Material Designations List to indicate format:

- art original
- chart
- diorama
- filmstrip
- flash card
- game
- globe
- kit
- machine-readable data file (diskette)
- map
- microfiche
- microfilm
- microscope slide
- model
- motion picture
- picture
- realia
- slide
- sound recording
- transparency
- videorecording

Each piece of a set needs to be marked with the school property stamp and the call number. The source and year of funds must be placed on the materials if they are purchased with federal funds. If a rubber stamp can't be used, the information can be typed on self-adhesive labels. The checkout card for A-V materials needs to indicate exactly what pieces are included so that the set can be checked for all pieces when it is returned to the library. If possible, the pocket should be glued inside the box the set is housed in. If no pocket can be attached, as in the case of a single filmstrip, a temporary checkout card can be made each time it is taken out or a sign-out sheet can be kept near the A-V cabinet for those materials.

FS
152.5
Why

c.1 Why we do what we do: human motivation
3 cass. 3 fs. teacher's guide

| Date Due | Borrower's Name | Room Number |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |

DATE DUE

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FS
152.5
Why
c.1

Why we do what we do: human motivation

3 cass. 3 fs, teacher's guide

As an alternative to typing contents on the card pocket, the following form can be attached to the card pocket and outside the A-V box to aid in checking for all pieces.

THIS SET CONTAINS THE FOLLOWING

3 FILMSTRIP(S)
3 CASSETTE TAPE(S)
___ LP RECORDS(S)
___ SLIDE(S)
1 TEACHER GUIDE(S)
___ STUDENT MANUAL(S)
___ OTHER: ____________________

PLEASE BE SURE THAT ALL ARE INCLUDED
BOTH WHEN RECEIVED AND WHEN RETURNED

The treatment of A-V materials varies with each library. You will need to determine how your library will treat A-V in the following areas:

1. Will the catalog cards be color coded to indicate the different types of A-V materials?
2. Will symbols be added to the top of the call number to indicate the type of materials in the set?
3. Will A-V be shelved with books or in a special A-V section?
4. Will A-V be checked out only by teachers or will students also be able to check it out?

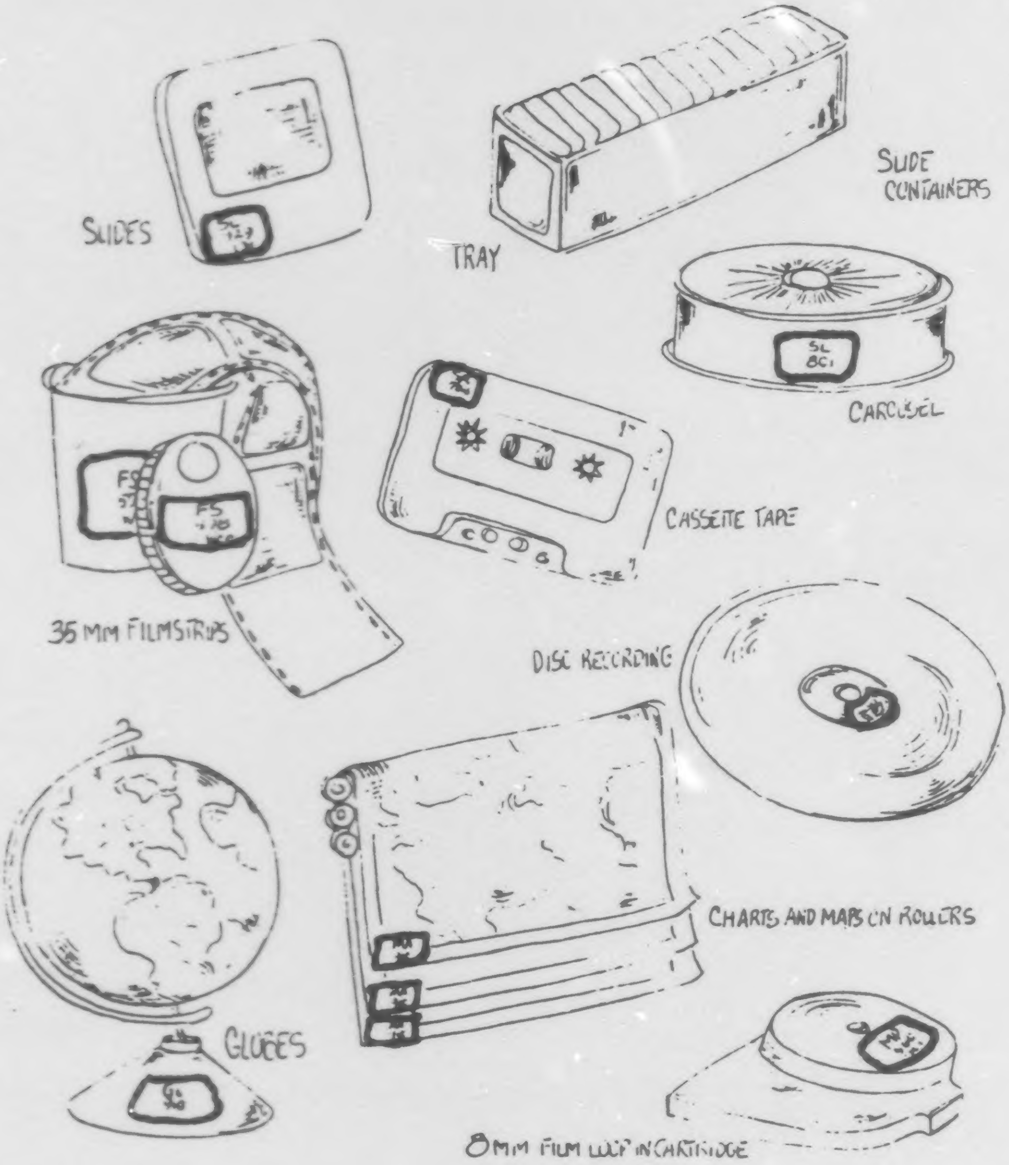
## Classification Number

For books, the classification number or symbol and author letter should be marked in uniform lettering on the spine of the book at a specified distance from the bottom. Uniform procedures should be established.

For audiovisual materials, the classification number and the copy number should be placed where they are visible. Charts, maps, pictures, and posters should be labeled on the back so the label will appear on the front right corner in a drawer. For films, the labels are placed so they are visible when shelved. Filmstrip containers and kits are labeled on the lid and sides. Flash cards and games are labeled on the side depending upon the shelving.

Numbers on globes, equipment, models, and specimens are usually written with a magic marker pen. Disc and tape recordings use a pocket and card. Individual slides may be classified and numbered in ink. If sets of slides are stored in slide boxes, the box may be labeled. Transparencies (study prints, mounted flat objects) are labeled with the classification number and copy number if necessary.

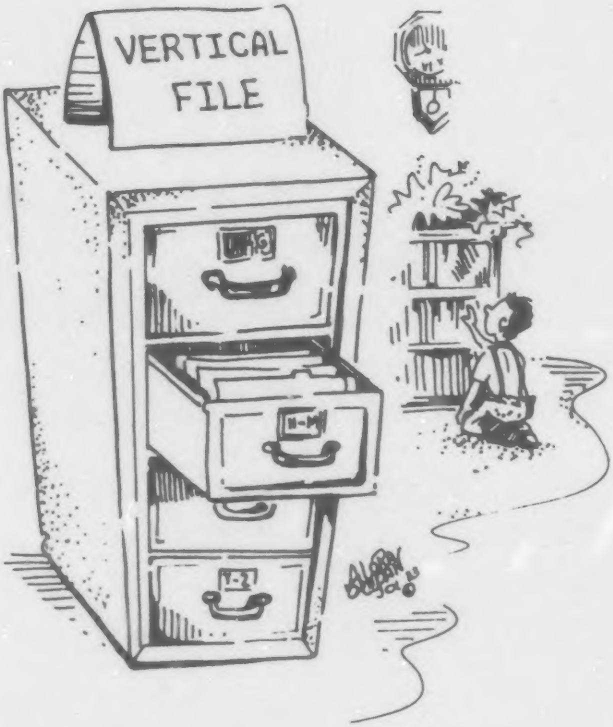
See labels on the following items:


SLIDES
TRAY
SLIDE CONTAINERS
SL
8C1
CAROUSEL
FS
CASSETTE TAPE
35 MM FILMSTRIPS
DISC RECORDING
CHARTS AND MAPS ON ROLLERS
GLOBES
8MM FILM LOOP IN CARTRIDGE

BEST COPY AVAILABLE

Plastic Covers or Shellac Coverings

The book jacket, covered with a plastic book cover, should be left on the book to increase the attractiveness of the collection, to save mending time, and to prolong the life of the book. Plastic covers can be purchased from any library supply house. Directions for applying the covers accompany them. The classification number of the book can be applied to the jacket on a pressure sensitive label. If a book has no jacket, its binding may be protected with clear plastic spray or shellac.



## How to Set Up the Vertical File (Oklahoma)

1. Secure file folders of good quality.
2. Check newspapers, magazines, and other materials for articles to be clipped. Mark items for clipping with a red pencil.
3. Clip the articles. When an article is continued on another page, fasten the two parts together.
4. Give the source and date for each piece of information as it is placed in the folder.
5. Mount the clippings which are of permanent value.
6. Clippings can be kept in small envelopes also.
7. Assign subject headings to the material. The Vertical File Index, issued monthly, is a guide for subject headings. The Readers' Guide to Periodical Literature and the Sears List of Subject Headings will provide lists of subject headings. (It is advisable to co-ordinate subject headings for all materials.)
8. Write the subject heading in pencil on each piece of material to go into the folder. The subject headings are written in pencil because sometimes usage indicates that the pamphlet will be more useful filed under another subject.
9. Make an index of subject headings which are used so that information on the same subject will not be placed under several subject headings, or check Sears with red ink to indicate pamphlets.

10. Mark each folder with the subject headings. Headings printed with black ink are identified more easily than those which are typewritten.

11. Place a card in the card catalog with typed notation that pamphlet material is available.

Michigan - History
For additional material
see file folder in
Vertical File.

## Processing of Periodicals (Oklahoma)

Periodicals are those items which arrive at regular intervals throughout the year. Magazines and newspapers are the typical periodicals for a school media center. The most recent issue is displayed in a Current Periodical Rack in the media center accessible to the students. Older issues are usually stored for later research needs. A list of subscription agencies may be obtained from Steps to Service (see Bibliography in Appendix).

To process each periodical:

1. Prepare a separate check-in card according to the frequency of that item (i.e. daily, weekly, monthly, etc.) by typing the title and year in the appropriate place. Keep the cards in a file arranged alphabetically by title.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Title Consumer Reports | | | | | | | | | | | |
| | Nos. per Vol. | | | | | | | | | | | |
| | Vols. per Year | | | | | | | Frequency | | | | |
| | In Bindery | | | | | | | | | | | |
| Year | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| | 1 | | | | | | | | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |
| | 4 | | | | | | | | | | | |
| | 5 | | | | | | | | | | | |
| | 1 | | | | | | | | | | | |
| | 2 | | | | | | | | | | | |
| | 3 | | | | | | | | | | | |

2. When the magazine arrives, pull the check-in card and indicate the issue received by marking the correct date.
3. Stamp the magazine with the school property stamp on the front cover. Paste in checkout card, pocket, and date due slips.
4. Replace the earlier issue with the new issue in a magazine cover (if available) and put on the Current Periodicals Rack.
5. Place the older issue in the periodical storage area. A back-run of five years is recommended for research purposes.

A Periodical Holding List should be prepared to facilitate students' use of back issues. This is an alphabetical list of all magazines in the media center showing the dates available for each title and format. The Periodical Holding List should be kept near the magazine indexing service (Abridged Reader's Guide to Periodical Literature) where it will be most used.

## PERIODICAL HOLDING LIST

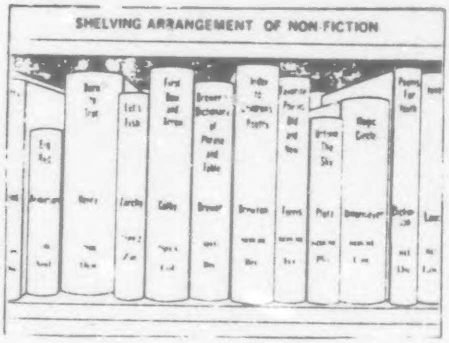
(Indexed in Reader's Guide)
H = Hard copy
M = Microfiche

| Title | Holding |
|---|---|
| Atlantic Monthly | 1977 - |
| Audubon | 1978 - H<br>1976-78 M |
| Better Homes & Gardens | 1977 - |
| Business Week | 9/1980 - |
| Consumer Reports | 1977 - |
| Current History | 1976-77 M<br>1978 - H |

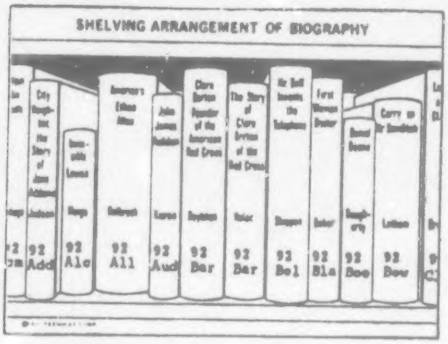
Shelving

Books should be kept upright on the shelves by the use of book supports. Nonfiction books are placed from left to right on the shelves in numerical order of their classification numbers. Books that have the same number are shelved alphabetically by the author's surname. In some libraries, the first letter or first two letters of the author's name is marked on the spine of the book below the classification number. Biographies are usually arranged alphabetically by individual rather than by author. Fiction is shelved alphabetically first by author and second by title. Collections of short stories may be shelved together and, like works of fiction, they are arranged alphabetically by the author or title.

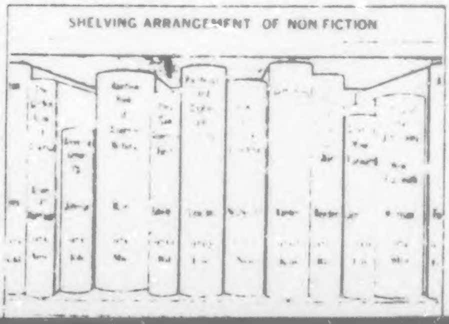
SHELVING ARRANGEMENT OF NON-FICTION, NUMERICAL ORDER


SHELVING ARRANGEMENT OF NON FICTION

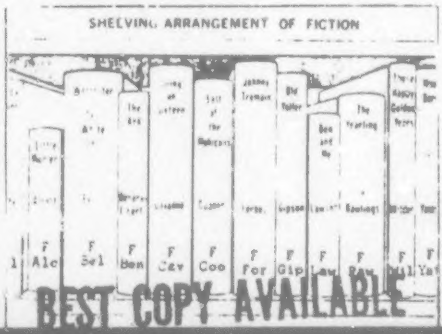
SHELVING ARRANGEMENT OF BIOGRAPHY


SHELVING ARRANGEMENT OF BIOGRAPHY
92 Add
92 Alc
92 All
92 Aud
92 Bar
92 Bar
92 Bel
92 Bla
92 Boo
92 Bow

SHELVING ARRANGEMENT OF NON-FICTION, DECIMALS


SHELVING ARRANGEMENT OF NON FICTION

SHELVING ARRANGEMENT OF FICTION


SHELVING ARRANGEMENT OF FICTION
F Alc
F Bel
F Ben
F Cav
F Coo
F For
F Gip
F Law
F Raw
F Wil
F Yat

BEST COPY AVAILABLE

The type of audiovisual material determines the kind of storage. Storage cabinets are available from library supply companies such as Brodart, Gaylord, Highsmith, Demco. Each unit is built to house a specific AV item: film cabinets, filmstrip cabinets, slide cabinets, cassette cabinets, etc.

A single cabinet can be designed to accommodate several kinds of AV materials when several components are purchased and are stacked on top of one another. These are available from library supply companies also.

Map cases 36"x24" deep can be used to store maps, posters, and large pictures.

Deep shelving can be used for realia.

# Classification and Cataloging

# VIII. CLASSIFICATION AND CATALOGING OF LIBRARY MATERIALS

## Classification Process

### Definition

The classification of materials in a library should be based on a standard classification system that provides a systematic arrangement of subjects from which the student may obtain a classification number of each nonfiction item in the collection. The system in general use in elementary and secondary school libraries is the Dewey Decimal Classification System.

## Cataloging

1. Definition

   The cataloging of materials in a library includes making a record of the holdings of the library with a bibliographic description of the individual titles. The description is sufficiently detailed so that the titles can be readily distinguished from one another.

2. Card Catalog

   Library cataloging is done on cards. The catalog cards list and describe all material in the collection in one alphabet by author, title, and subject. The classification number as well as the bibliographic description of the materials is given on these cards. The card catalog thus serves as an index to the contents of the library.

3. Cataloging and Processing Kits, Printed Cards

   Kits and sets of catalog cards are inexpensive. The use of cataloging services, available from many sources, is recommended.

The use of printed catalog cards is highly desirable. These cards can be ordered from the jobber when placing an order. Other sources are available and are invaluable when organizing a media center from classroom collections.

1. Upon receipt of catalog cards, check against order form to determine if all sets were received.
2. Verify subject headings on commercial cards by using Sears List of Subject Headings and make additions or corrections as established for the center.
3. Verify carefully the information on the title page. It should be reproduced accurately.
4. Type the copy number, accession number, price and purchasing information on the shelf list card. Source of funds (federal, state, or local) should also be included.

It is much more cost effective to order books preprocessed and with commercial catalog cards. Wisconsin Library Bulletin, July-August 1980, reported a cost of $4.15 for processing each book into the library. Commercial services are one-fourth that amount. The time saved by the library media specialist can be used to provide additional services to students and faculty.

Some sources for printed catalog cards include:

Brodart
1609 Memorial Avenue
Williamsport PA 17705
1-800-233-8467

3M Library Systems
3M Center
St Paul MN 55101

Catalog Card Corp.
1300 E 115th St
Burnsville MN 55337
1-800-328-2923

Specialized Service & Supply Co.
321 Bank Avenue
Cincinnati OH 45217
(nonprint)

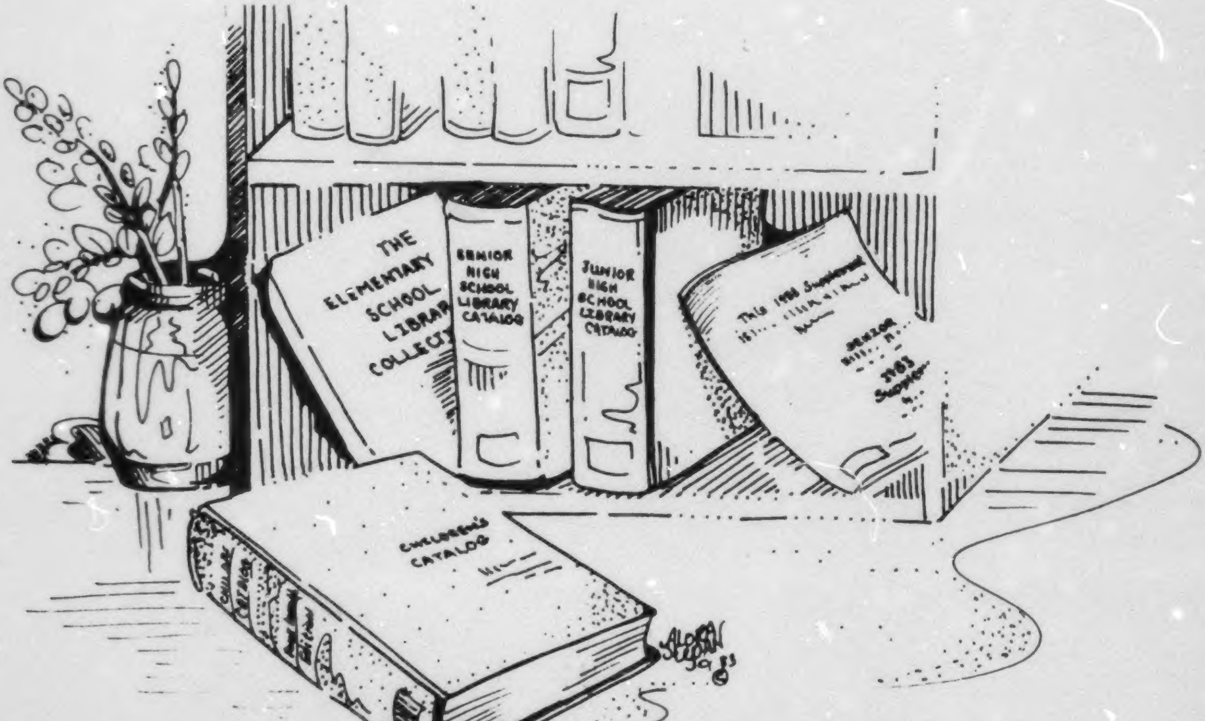
Demco, Inc.
PO Bx 7488
Madison WI 53707

97

## Original Cataloging (Oklahoma)

Original cataloging must be done for all materials if commercial cards are not available.

1. Make a work slip on 3 x 5 note paper. Record information from the title page: author, title, publisher, date of publication. Record number of pages and types of illustrations. Add accession or copy number. Work slip may serve as temporary shelf card until cards can be typed.
2. Select appropriate subject headings from Sears List of Subject Headings. Add to work slip.
3. Add other tracings to work slip.
4. Annotate work slip if desired.
5. Add classification number to work slip and the three letters of the author's last name (see classification procedures).
6. Type unit set of catalog cards (see procedure for typing catalog cards).


THE ELEMENTARY SCHOOL LIBRAR COLLECT
SENIOR HIGH SCHOOL LIBRARY CATALOG
JUNIOR HIGH SCHOOL LIBRARY CATALOG
This 1983 Supplement
SENIOR
1983 Supplement
CHILDREN'S CATALOG

Classification Procedures (Oklahoma)

1. Check first to see if book is listed in Children's Catalog Elementary School Library Collection, Junior High School Library Catalog or Senior High School Library Catalog. If so, use this classification number. If not:
    - a. Read the introduction and foreword.
    - b. Examine the table of contents.
    - c. Skim the body of the book.
2. Assign the classification number, after consulting the Dewey Decimal Classification and Relative Index, Abridged Edition.
3. Check the shelf list to avoid discrepancies. Be sure the classification number, or any modification of the number, is identical to that used for other materials of the same nature.
4. Since the purpose of classification is to group books of a similar subject together, borderline books should be classified according to the subject with which they are most useful.
5. Special classifications:

    SC - Short Story Collections
    B - Individual Biography
    920- Collective Biography
    F - Fiction
    E - Easy Fiction/Picture Books
    R - Used above the class number to indicate reference book
    P - Used above books that are in the professional collection
6. Under the classification number the first three initials of the author's last name are used.

## The Dewey Decimal System (Adopted)

| | | |
|---|---|---|
| 000-099 | General Works | |
| | 010 | Aids in book selection, Book lists |
| | 020 | Library science |
| | 030 | General encyclopedias |
| | 070 | Journalism |
| 100-199 | Philosophy | |
| | 137 | Personality |
| | 150 | Psychology |
| | 170 | Ethics (behavior and conduct) |
| 200-299 | Religion | |
| | 200 | Religion |
| | 220 | Christian Religion |
| | 221 | Bible |
| | 225 | Bible Stories |
| | 232 | Jesus Christ |
| | 240 | Devotions; Worship |
| | 290 | Non-Christian Religions |
| | 291 | Mythology |
| 300-399 | Social Science | |
| | 301 | Sociology (human relations; processes of group life; races such as Negroes, etc.) |
| | 310 | Almanac; Statistics |
| | 320 | Democracy |
| | 323 | Citizenship; City Life; Community Life |
| | 330 | Economics |
| | 340 | Law |

100

| | | |
|---|---|---|
| | 350 | Government |
| | 360 | Social Welfare |
| | 370 | Education |
| | 371.4 | Vocational Guidance |
| | 380 | Commerce; Communication |
| | 390 | Customs |
| | 391 | Costume |
| | 394 | Holidays |
| | 395 | Etiquette |
| | 398 | Fables; Fairy Tales; Folklore; and Legends |
| 400-499 | Grammar; Language | |
| | 411 | Alphabet |
| | 420 | English Language |
| | 423 | Dictionaries |
| | 430 | German Language |
| | 440 | French Language |
| | 460 | Spanish Language |
| 500-599 | Science | |
| | 507 | Experiments in Science |
| | 510 | Mathematics |
| | 520 | Astronomy |
| | 529 | Time and Time Devices (clocks, hourglass, calendars) |
| | 530 | Atoms; Physics |
| | 534 | Sound |
| | 535 | Light; Telescope |
| | 536 | Heat |
| | 537 | Electricity; Electronics |

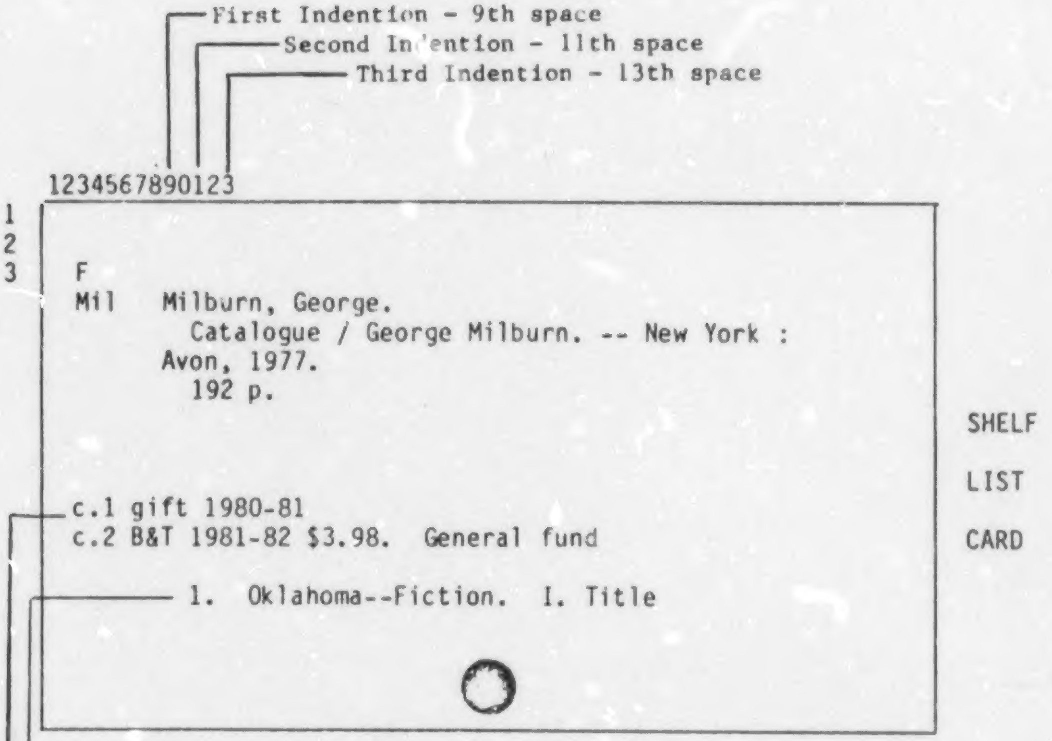
| | |
|---|---|
| 540 | Chemistry |
| 549 | Minerals |
| 550 | Earth Sciences |
| 560 | Dinosaurs; Fossils; Prehistoric Animals |
| 572 | Human Races |
| 574 | Biology |
| 580 | Botany |
| 582 | Trees |
| 583 | Flowers |
| 590 | Zoology |
| 595 | Insects |
| 598.1 | Reptiles |
| 598.2 | Birds |
| 600-699 | Useful Arts |
| 608 | Invention |
| 610 | Medical Sciences |
| 610.7 | Nurses and Nursing |
| 614 | Health |
| 614.8 | Safety |
| 620 | Engineering |
| 621.3 | Radio; Telephone; Television |
| 625 | Railroads |
| 629.1 | Aeronautics |
| 629.2 | Motor Vehicles |
| 629.4 | Rockets; Space Flights |
| 630 | Agriculture |
| 634 | Forestry |

|  |  |
|---|---|
| 636 | Animals (domestic) |
| 639 | Hunting |
| 641 | Food |
| 646 | Clothing |
| 650 | Business |
| 670 | Manufacturing |
| 680 | Manual Training |
| 700-799 | Fine Arts |
| 720 | Architecture |
| 730 | Sculpture |
| 737 | Numismatics |
| 740 | Drawing; Design |
| 745 | Industrial Arts |
| 770 | Photography |
| 780 | Music |
| 790 | Outdoor Amusements |
| 792 | Theater |
| 793 | Dancing |
| 796 | Athletics; Sports |
| 800-899 | Literature |
| 804 | Essays |
| 808.1 | Poetry |
| 808.2 | Plays |
| 808.88 | Quotations |
| 810 | Literature |
| 811 | American Poetry |
| 812 | American Drama |

|  |  |  |
|---|---|---|
|  | 814 | American Essays |
|  | 820 | English Literature |
|  | 821 | English Poetry |
|  | 822 | English Drama |
|  | 824 | English Essay |
|  | 830 | German Literature |
|  | 840 | French Literature |
|  | 860 | Spanish Literature |
|  | 870 | Latin Literature |
| 900-999 | History, Travel, Biography |  |
|  | 909 | World History |
|  | 910 | Geography and Travel |
|  | 912 | Atlases; Globes; Maps |
|  | 913 | Archaeology |
|  | 917.3 | Travel in the U.S. For travel in other countries, add the number 1 after the 9 in the history number. For example: Scotland 941 (history); Scotland 914.1 (travel). |
|  | 920 | Biographies (collective) books containing lives of more than one person. |
|  | 921 92B | Biography of an individual (autobiography) |
| 930-999 | History |  |
|  | 930 | Ancient History |
|  | 940 | Europe, Medieval and Modern |
|  | 940.3 | World War I |
|  | 940.5 | World War II |
|  | 941 | Scotland |

| | |
|---|---|
| 941.5 | Ireland |
| 942 | England |
| 943 | Germany |
| 943.6 | Austria |
| 943.7 | Czechoslovakia |
| 943.8 | Poland |
| 950 | Asia |
| 960 | Africa |
| 970 | Indian Life and History |
| 973 | United States History |
| 978.6 | Montana History |
| 980 | South America |
| 990 | Other parts of the world |
| F | Fiction |
| SC | Story Collection |

PROCEDURE FOR TYPING CATALOG CARDS (Oklahoma)


First Indention - 9th space
Second Indention - 11th space
Third Indention - 13th space
1234567890123
1
2
3
SHELF
LIST
CARD

F
Mil Milburn, George.
Catalogue / George Milburn. -- New York :
Avon, 1977.
192 p.

c.1 gift 1980-81
c.2 B&T 1981-82 $3.98. General fund

1. Oklahoma--Fiction. I. Title

TRACINGS should be at the bottom of the shelf list. Begin on the line just above the hole, at the second indention, going back to the first indention for a second line.

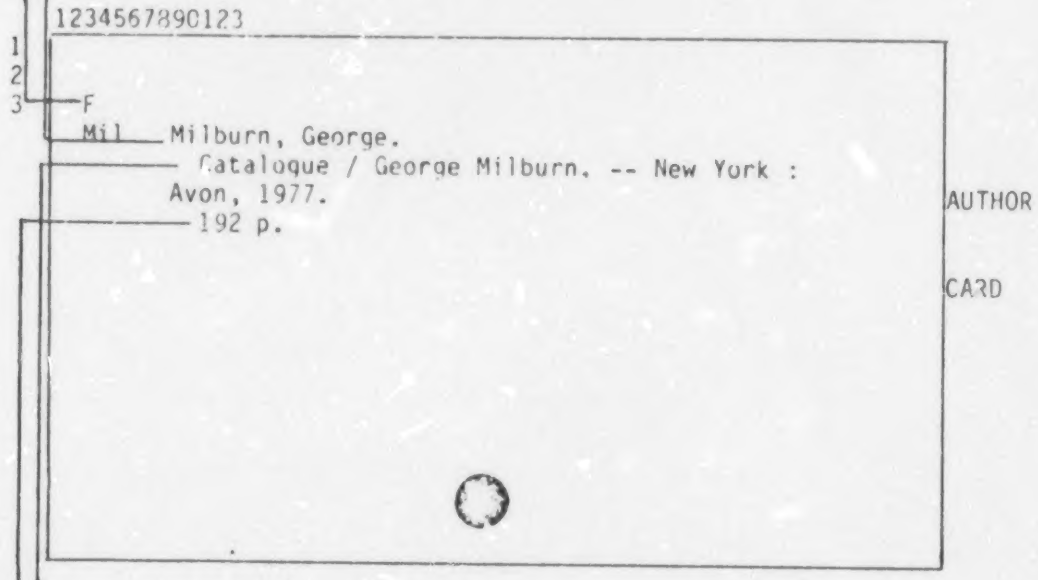
COPY, PRICE and SOURCE information for each book will be recorded on the shelf list in the left margin.

CALL NUMBER

The Dewey Decimal classification number will begin on the third line from the top of the card at the second space from the left edge of the card. (R for reference books or audiovisual designations will be typed on the second line from the top.)

AUTHOR AS MAIN ENTRY

This will be on the fourth line from the top of the card at the first indention (9th space). If more than one line is required, begin the second line at the second indention.



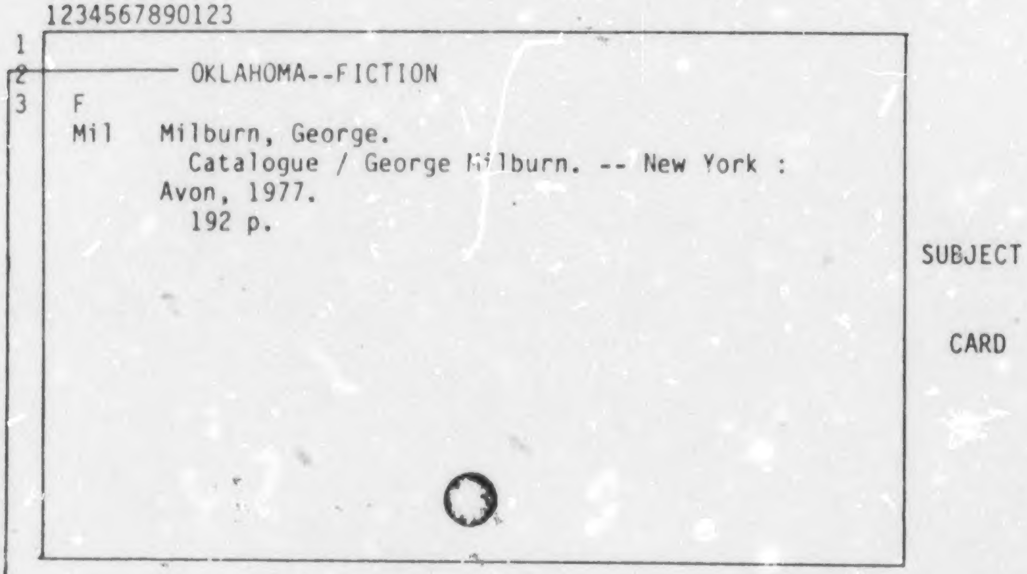
F
Mil Milburn, George.
Catalogue / George Milburn. -- New York :
Avon, 1977.
192 p.

TITLE PARAGRAPH

Begins on the line below the author's name at the second indention (11th space), with succeeding lines at the first indention. (See example 1.)

PHYSICAL DESCRIPTION

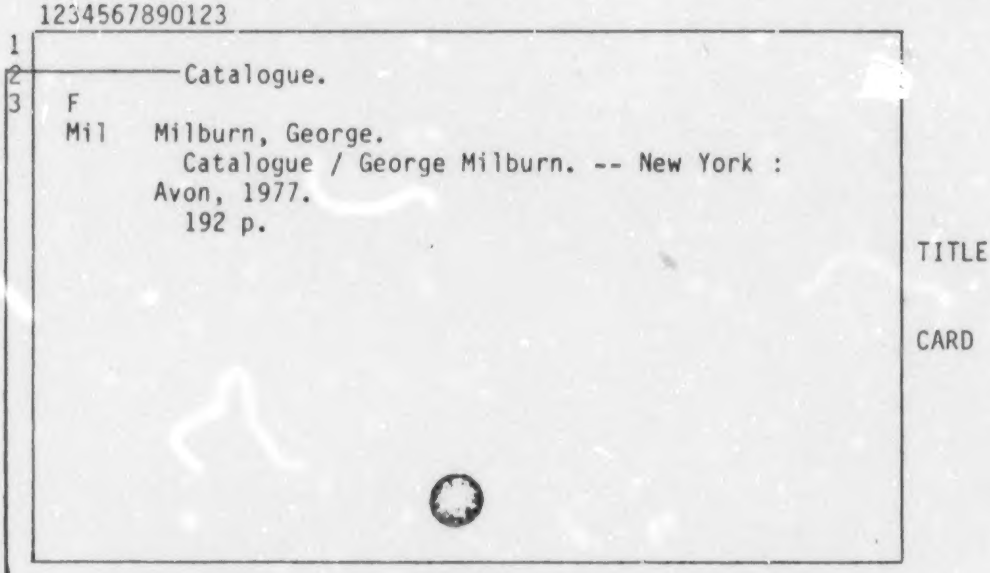
Begins on the line below the title paragraph at the second indention.


1234567890123
1
2
3
SUBJECT
CARD

OKLAHOMA--FICTION
F
Mil Milburn, George.
Catalogue / George Milburn. -- New York :
Avon, 1977.
192 p.

SUBJECT HEADINGS

Typed in CAPITAL LETTERS on the second line down from the top of the card at the second indention, with a second line beginning at the third indention.


1234567890123
1
2
3
TITLE
CARD

Catalogue.
F
Mil Milburn, George.
Catalogue / George Milburn. -- New York :
Avon, 1977.
192 p.

SECONDARY ENTRIES (i.e. title)

Typed in lower case with the first letter capitalized, beginning at the second indention, with succeeding lines at the third indention.

```
    1234567890123
1
2
3    791.45
     All  All in the Family : a critical appraisal /
            edited by Richard P. Adler. -- New York :
            Praeger, 1979.                                  TITLE AS
            xlvii, 322 p. : ill.
                                                             MAIN

                                                             ENTRY


            1.  Television-program--Reviews I. Adler,
          Richard P.
```

TITLE AS THE MAIN ENTRY

(hanging indention) begins on the fourth line from the top of the card at the first indention, with the second and succeeding lines beginning at the second indention. The physical description and notes follow the same spacing as when author is main entry.

Sample shelf list cards for different types of A-V are illustrated below.

FS
324.73
Med Media politics: the big hype [filmstrip].
Ridgefield : Current Affairs, c1980.
1 filmstrip, 1 sound cassette, 1 discussion guide

c.1 Current Affairs 1981-82 $27.50. General fund

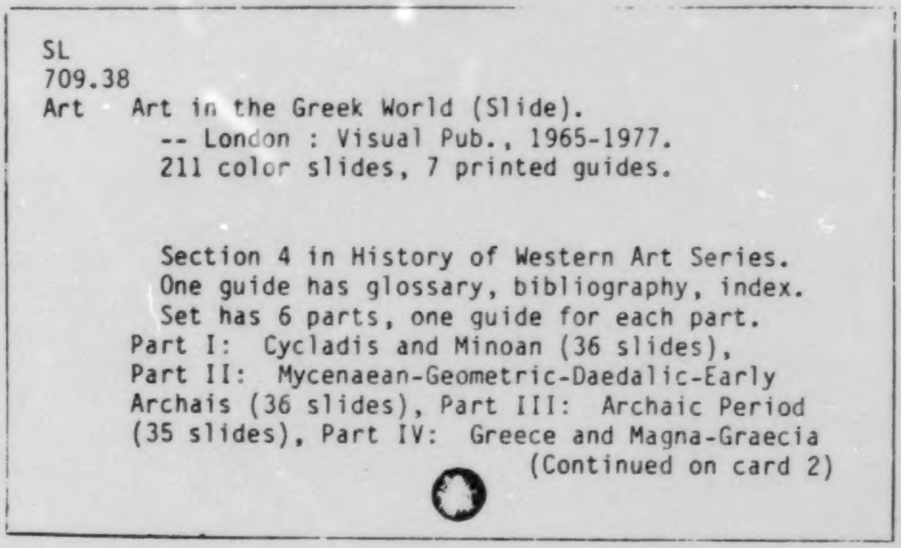
1. U.S.--Politics and Government

SR
784
Rog Rogers, Kenny.
Kenny Rogers' greatest hits [Sound recording].
Los Angeles : Liberty Records, c1980.
1 sound disc, stereo

c.1 The Record Store 1980-81 $6.98. Federal fund
c.2 (cassette) The Record Store 1981-82 $7.98. General fund

1. Music, Popular (Songs, etc) I. Title

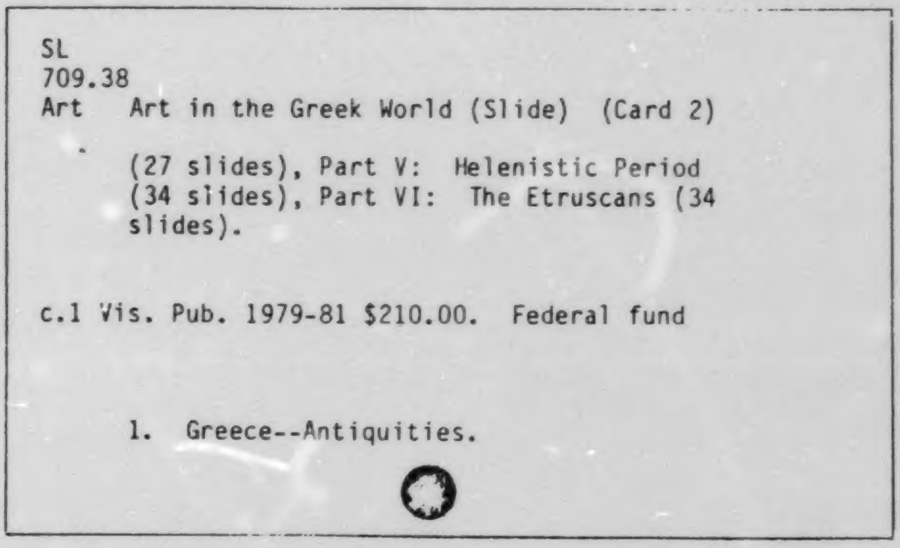
Continued examples of shelf list cards for different types of A-V.



SL
709.38
Art   Art in the Greek World (Slide).
  -- London : Visual Pub., 1965-1977.
  211 color slides, 7 printed guides.

  Section 4 in History of Western Art Series.
  One guide has glossary, bibliography, index.
  Set has 6 parts, one guide for each part.
Part I:  Cycladis and Minoan (36 slides),
Part II:  Mycenaean-Geometric-Daedalic-Early
Archais (36 slides), Part III:  Archaic Period
(35 slides), Part IV:  Greece and Magna-Graecia

(Continued on card 2)



SL
709.38
Art   Art in the Greek World (Slide)  (Card 2)

(27 slides), Part V:  Helenistic Period
(34 slides), Part VI:  The Etruscans (34
slides).

c.1 Vis. Pub. 1979-81 $210.00.  Federal fund

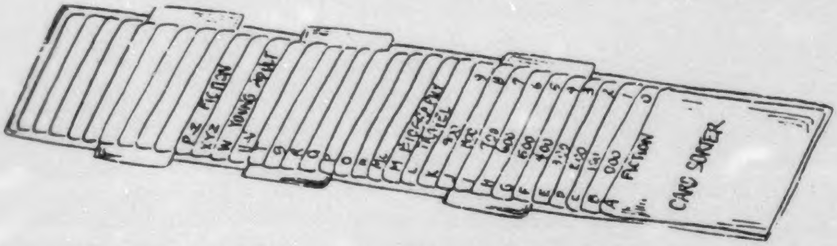
1.  Greece--Antiquities.

## FILING OF CATALOG CARDS (Oklahoma)

The ALA filing rules governing the arrangement of the cards in the card catalog were revised in 1980 to reflect the changes in philosophy brought about by the revision of the Anglo-American Cataloging Rules (AACR2). Therefore many existing card catalogs will not have been brought up-to-date and will not follow these rules. Several revisions will need to be made if the new rules are followed. Some of the major changes affect:

1. The treatment of numerals.
2. The treatment of abbreviations.
3. Filing names beginning with Mc, M' and Mac.

A card sorter will speed and ease the job of alphabetizing a large group of catalog cards. A brief summary of the filing rules follow:

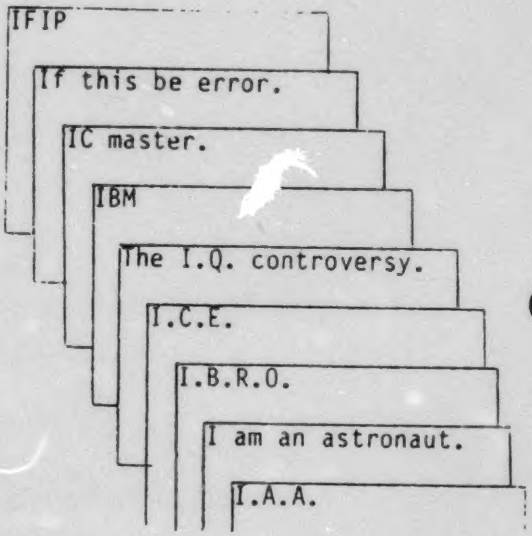


1. File all cards by the entry on the top line.
2. File the cards in alphabetical order word by word. Thus a single word or letter precedes a longer word beginning with the same letter(s).

   For example:

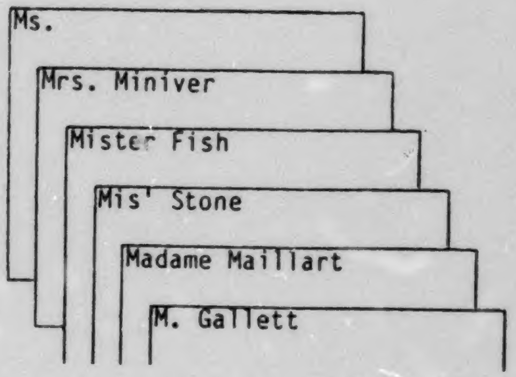
   Newfoundland
   Newcomers
   New York of the novelists
   New England

3. When two or more cards begin with the same author, sub-arrange by the title.
4. Disregard initial articles except when used in personal or place name (i.e., El Paso), but regard every other word in the entry.
5. Dashes, hyphens, diagonal slashes and periods are all treated as spaces. That is, they separate two filing units.

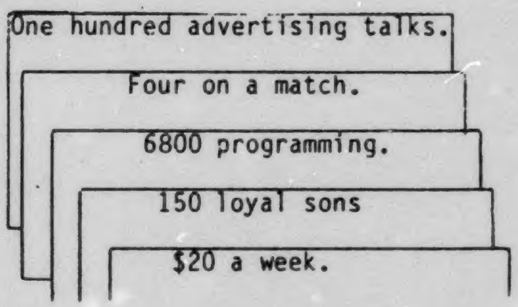

IFIP
If this be error.
IC master.
IBM
The I.Q. controversy.
I.C.E.
I.B.R.O.
I am an astronaut.
I.A.A.

6. Single letters are regarded as separate filing units. Initials separated by hyphens, dashes, periods, or slashes are regarded as separate filing units. Strings of initials without any spacing or symbols are treated as a single filing unit.

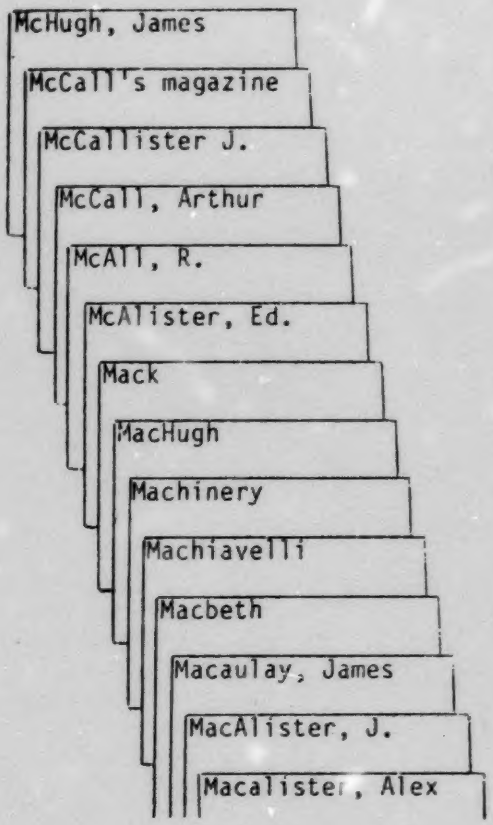
7. Abbreviations are filed exactly as they are spelled. (This is a change from previous rules where they were filed as though spelled out.)


Ms.
Mrs. Miniver
Mister Fish
Mis' Stone
Madame Maillart
M. Gallett

8. Numerals are filed before any letter. (This is a change from previous rules when all numerals were filed as though spelled out.)


One hundred advertising talks.
Four on a match.
6800 programming.
150 loyal sons
$20 a week.

9. Mc, M' and Mac are filed exactly as written. (This is a change from the previous rules where they were all interfiled.)


McHugh, James
McCall's magazine
McCallister J.
McCall, Arthur
McAll, R.
McAlister, Ed.
Mack
MacHugh
Machinery
Machiavelli
Macbeth
Macaulay, James
MacAlister, J.
Macalister, Alex

It is strongly recommended that anyone responsible for this task acquaint themselves more thoroughly through the use of the following books:

ALA Filing Rules

Self-Instruction Manual for Filing Catalog Cards

# Weeding and Discarding

DISCARD
Replace
Replace
DISCARD

## IX. WEEDING AND DISCARDING

### PURPOSE

Old or worn out materials should be discarded as they take up valuable space on crowded library shelves, they detract from the attractiveness of the total collection, and they may be a source of misinformation to students and a factor in keeping students from using more worthwhile materials or materials better suited to their needs. Audiovisual materials should be examined critically for their auditory and visual quality and discarded when necessary.

### CRITERIA FOR DISCARDING

Usefulness and amount of use should be the criteria in deciding whether or not to discard materials. The standard professional selection aids should be used as a guide for weeding and discarding, but local needs and current local library resources need to be taken into consideration.

In general, discard

1. Materials too badly worn to be mended or used. No material on local history should be discarded, however, no matter what its condition, unless it is known the material can be replaced. The Montana State Library can advise about rare or valuable books.
2. Books with discolored paper or too fine print. Readable, attractive editions of classics are available to take the place of the unsuitable, unattractive ones.
3. Out-of-date materials. If the copyright date is old and the material has not circulated for a long time, it should be

discarded. Science and social studies materials more than five years old may be obsolete. If there is doubt about the usefulness, a teacher in the subject field in question should be consulted and selection aids studied to see if newer materials are available.

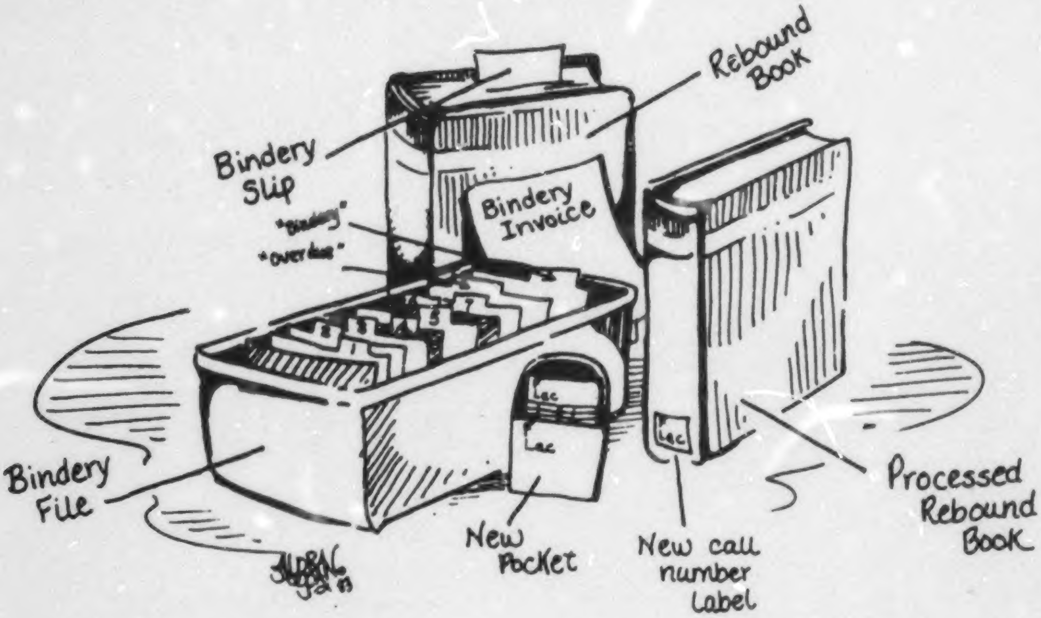
4. Materials too difficult or too easy for prospective users.
5. Textbooks, unless useful for reference or as a part of a supplementary textbook collection.
6. Sets of out-of-date materials.
7. Materials of mediocre content.

## Disposal of Discarded Materials

Discarded books usually should be destroyed. However, books that would be useful to a library serving different grade levels should be offered to such a library. When this is done, all traces of identification should be removed. Some audiovisual materials such as films and filmstrips may be traded with the publisher for newer material.

## Back Copies of Periodicals

A complete file of periodicals should be kept of back issues of those magazines of research value. Microfilm of back issues is recommended. Materials from discarded issues of periodicals may be clipped for the vertical file.


Rebound Book
Bindery Slip
Bindery Invoice
"Bindery"
"overdue"
Bindery File
New Pocket
New call number Label
Processed Rebound Book

## SPECIFIC HELPS IN WEEDING NONFICTION (Oklahoma)

| | | |
|---|---|---|
| 000 | Encyclopedias | New edition is needed at least every five years. |
| | Bibliographies | Seldom of use after five years from day of copyright. |
| | Books about reading | Guides, etc. Value determined by use. |
| 100 | Ethics, etc. | Value determined by use. Most unscholarly works are useless after ten years. |
| 200 | Religion | Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible. |

| | | |
|---|---|---|
| 300 | Social Sciences | See that controversial issues are well represented from all sides. |
| 310 | Almanacs | Superseded by each new volume. |
| | Yearbooks | Seldom of much use after five years. |
| 320 | Politics<br>Economics | Books dealing with historical aspects - determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available. |
| 340-350 | Government | Ten years. Watch for new material on government to supercede older. |
| 360 | Social Welfare | Weeding depends on use. Most non-historical materials are passe after ten years. |
| 370-380 | Education, Commerce | Keep historical materials if they will be used. Non-historical materials need replacement in ten years. |
| 390 | Folkways | Keep basic material; weeding depends on use. |
| 400 | Languages | Keep basic material; weeding depends on use. |
| 500 | Pure Science | Except for botany and natural history, science books are usually out-of-date within five years. Try to keep collection current by discarding and purchasing. |

| | | |
|---|---|---|
| 600-618 | Invention, Medicine | Five years, except for basic material on inventions and anatomy. |
| 620 | Farms, Gardens, Domestic Animals, etc. | Keep up-to-date with new editions and new material to replace older. |
| 621 | Radio, Television | Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference. |
| 630 | Farms, Gardens, Domestic Animals, etc. | Keep up-to-date with new editions and new material to replace older. |
| 640 | Home Economics | According to use. Keep mostly current material; except, keep almost all cookbooks. |
| 650 | Business, etc. | Ten years. |
| 660 | Chemical, Food Products | Five to ten years, according to content. |
| 690 | Manufacturers, Building | Ten years, except that older books on crafts, clocks, guns, toys, may be useful. |
| 700 | Art, Music | Keep basic material. |
| 800 | Literature | Keep basic material. |
| 900 | History | Depends on use and needs of community, and on accuracy of fact and fairness of interpretation. |
| 940-990 | History | Depends on use and needs of community. Only outstanding World War II mate- |

| | | |
|---|---|---|
| | | rial should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get on market. |
| 910 | Travel, Geography | Discard travel books before 1960 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1970 probably only of historical interest. Watch later books also for hasty writing and misinformation. |
| | Biography | Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful. |

# Repair of Materials

## IX. REPAIR OF MATERIALS

### Purpose

Constant care must be exercised so that the collection remains in good condition. Dirty, ragged materials and materials of poor auditory and visual quality are uninviting and do not stimulate voluntary use by students. Unlettered materials are difficult to shelve and to find. Minor tears and breaks quickly develop into major ones. Unrepaired materials also contribute to disorder and inefficient service.

### Checking Materials for Mending

Materials can be checked most easily for needed repairs at the time they are returned to the loan desk. Those in poor condition should be separated for repair.

### The Mending Process

For the most part, mending should be confined to simple repairs. Major repairs should be sent to qualified binders or to an audiovisual repair service. Some repairs can be quickly accomplished with recently developed glues and plastic adhesives. Supply houses furnish pamphlets with detailed instructions and diagrams describing approved mending procedures. From time to time some audiovisual materials require periodic cleaning and maintenance.

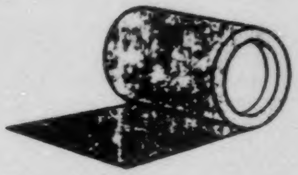
BINDERIES:

Shaffner's University Bindery
Highway 93 South
Missoula MT
251-2699

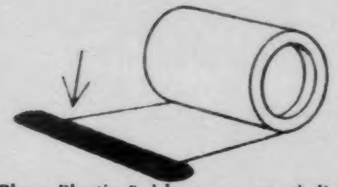
For a list of reputable binderies, write:

Library Binding Institute
160 State Street
Boston MA 02109

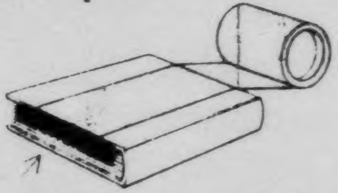
# 3 minute book repair



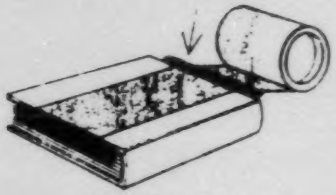
Select Fastape about 1-1/2" wider ıan book being mended. Unwind 2 or inches from roll.



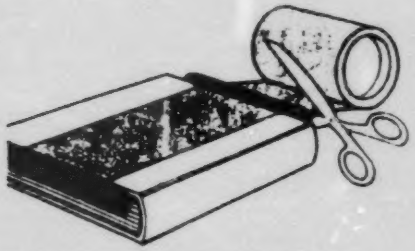
2. Place Plastic Folder across end, lining outside edge with end of tape. Then, using the folder as a handle, unwind tape a few inches longer than the height of book.



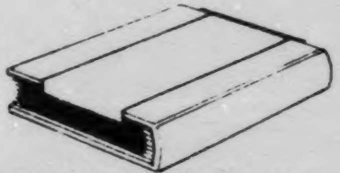
3. Lay tape across book cover, sticky side up. Allow Plastic Folder to hang over end so top edge of Folder is even with top edge of book cover.



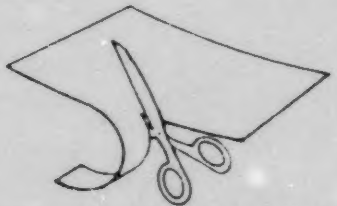
4. Place second Plastic Folder across tape at point where it crosses other end of book. Again, top edge of folder should be even with edge of book cover.



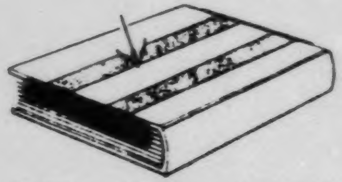
5. Cut tape along outside edge of second Plastic Folder.



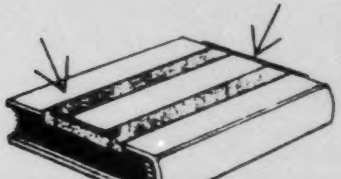
6. You now have cut strip of Fastape to length of book, plus width of two Plastic Folders. Leave tape in position shown, with the Folders hanging over each end.



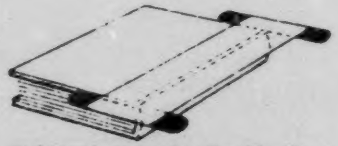
7. Cut strip of Kraft paper to length of book cover and to width of book contents at spine.



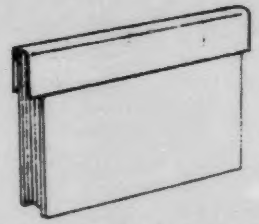
8. Lay paper strip down center of Fastape, so it reaches from one Plastic Folder to the other.



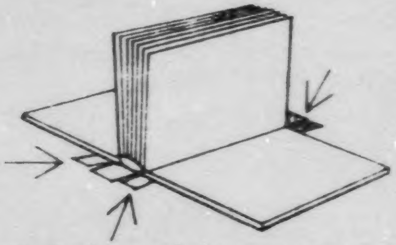
9. Lay strip of Demco 1/4" Filament Tape across each end of paper strip - extend half inch onto the sticky urface of Fastape.



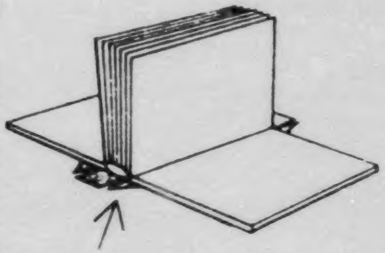
10. Picking up tape by the Plastic Folders, align a 3/4" width along front hinge of book as shown. Press down lightly. Remove Plastic Folders by pulling them carefully down and away.



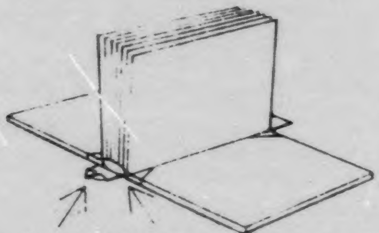
11. Bring tape across back of book, and press down lightly on other cover.



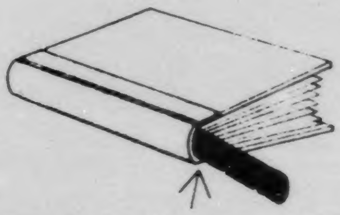
12. Cut from end of tape to cover as shown. Do same at opposite end.



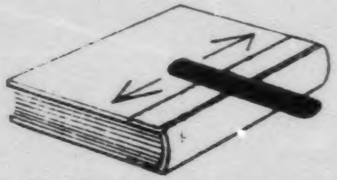
Cut triangular corner off outer flaps.



14. Fold corners of center flaps over. Fold down outer flaps on inside of each cover board.



15. Open book half way. Press wedge-shaped ends of tape down into spine of book with Plastic Folder.



16. Lay book on its side. Crease hinge grooves with edge of Plastic Folder. Rub down flat surfaces with flat side of folder to complete the job.

(Demco)

BEST COPY AVAILABLE

## Minor Maintenance for Audiovisual Equipment

Cassette recorders and reel-to-reel recorders need to have their heads cleaned every 30 to 40 hours of use. While you clean the heads, also demagnetize them. For cleaning the heads you can use cotton swabs and ethyl alcohol or commercial head cleaner. Special cleaning cassettes, which can also demagnetize, are available.

Videocassette recorders should have the heads cleaned every 30-50 hours of use. You should purchase commercially-produced head cleaning kits either in tape or liquid form. The average price is around $20. Polaroid has recently produced a videocassette which cleans as you record on it or play a program back.

Keep the lenses and glass clean on all projectors by using a very soft cloth and lens cleaner or glass cleaner.

Change bulbs as needed and always have spare bulbs available.

You can splice broken 8mm, 16mm, or 35mm films with special splicing tapes designed to fit specific sizes of film. You may purchase the splicing tape on a roll or in precut patches. Consult the list of library/AV suppliers to order the splicing tape. You can also purchase splicing tape for cassettes.

# Inventory

# XI. INVENTORY

## Purpose

An inventory is necessary for replacement purposes, for determining which materials have been lost, strayed or stolen and, in some instances, for insurance purposes. Inventory is also an excellent method for evaluating the collection.

## Frequency

The inventory is most advantageous if taken at least once a year. It can be scheduled at a stated period or divided according to the classification system and conducted on a continuous basis throughout the year.

## Method

Regardless of when inventory is taken, the shelf list is the basis for taking it. The process is made easier if the shelves are first read to be sure all materials are in order. The cards in the shelf list and the copy numbers are then carefully compared with the material on the shelves and with cards in the charging tray which identify the materials in circulation, in special collections or at the bindery. Materials in poor condition should be removed for mending, binding or discarding. If an item cannot be located, a note should be made on the shelf list card indicating that the item is missing in inventory, the date, and whether the item is to be replaced.

## Inventory Follow-up

If the material is to be replaced, a card should be filed in the order card file. If no replacement is desired, the material is a lost copy, and if after rechecking the material still is not located, the shelf list card for that material should be filed in a separate withdrawn file (as a record of lost material). Catalog cards for the material indicated by tracing on the shelf list card or main entry catalog card should be removed from the card catalog. A similar procedure should be followed for discarded materials.

Inventory Record

An annual inventory record should be maintained and should include:

1. Number of books and audiovisual materials by classification at the beginning of the year.
2. Number of additions to each classification during the year.
3. Number of books and audiovisual materials lost and discarded by classifications during the year.
4. Total number of books and audiovisual materials currently owned by library.

A card bearing this information, together with a card explaining all abbreviations used in taking inventory, should be filed at the front of the first drawer in the shelf list. A sample inventory card is illustrated below.

18. Inventory card for classified books

| Inventory | Date.................................... | | | |
|---|---|---|---|---|
| | No. | No. Added | Lost or Disc. | Total |
| Reference books | | | | |
| 000 Gen Work | | | | |
| 100 Philosophy | | | | |
| 200 Religion | | | | |
| 300 Sociology | | | | |
| 400 Languages | | | | |
| 500 Science | | | | |
| 600 Useful Arts | | | | |
| 700 Fine Arts | | | | |
| 800 Literature | | | | |
| 900 History | | | | |
| 920 Biography | | | | |

# Circulation System

## XII. LOAN OR CIRCULATION SYSTEM

### Definition

The loan or circulation system, or "charging system," is the method for keeping track of materials on loan to individuals or groups.

### Loan or Circulation Desk Routine or Policies

1. Circulation routines should provide for the recording and filing of cards, which represent material circulated, each day in such a way that the cards may be easily consulted on demand. Each transaction should be recorded in a uniform manner.
2. Books are usually checked out for one to two weeks. Length of circulation of materials will depend upon the size of the collection, format of the materials, and demand placed on the collection for class use.
    a. Audiovisual circulation depends on availability of materials and equipment. In most instances they are circulated for overnight use or for a few days if students can check them out at all.

    b. Reserve Materials

    When a teacher wishes to make a class assignment to a special group of materials, she usually requests that they be placed on "reserve". It is suggested that teachers be supplied with a standard form, specifying author, title and classification number, for submission of reserve request lists.

    The use of reserve materials by students is usually restricted to one period during the day and overnight home use.

c. Short-term Loans and Loan of Reference Material

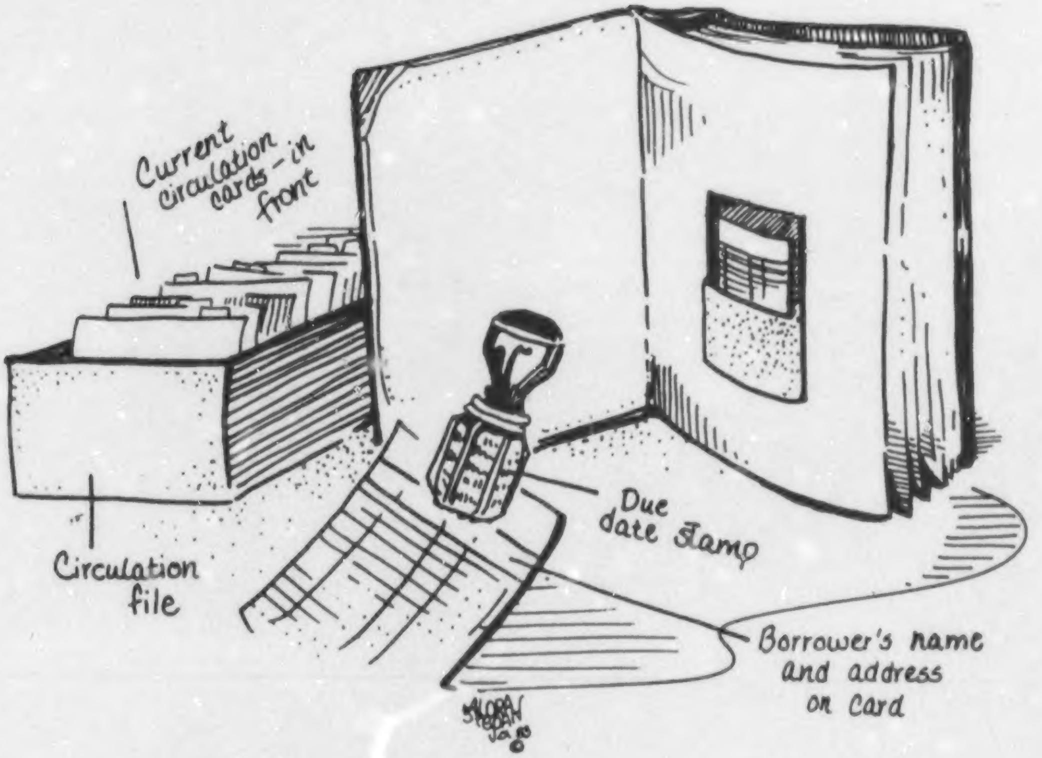
Sometimes a special demand for specific individual titles requires that as many readers as possible have access to them within a stated period. On such books the loan period may be temporarily restricted. Materials in the reference collection are usually not circulated. Occasionally, however, they may circulate to classrooms or to students for overnight use.

d. Classroom Collections

A classroom collection is a group of books and other materials borrowed from a central library by a teacher. The purpose of such collections is to supplement textbooks, reference material and reserve books while a specific unit of study is in progress.

Circulation Procedures (Oklahoma)

1. Checkout procedure
   - a. Student signs name and room number on borrower's card. See Appendix A for special checkout forms.
   - b. Library aides stamp date due slip and borrower's card.
   - c. Place cards in front of circulation file. If daily circulation records are kept, count cards before filing at the end of the day.
   - d. Cards are filed behind a date due guide in various ways. These include filing all cards alphabetically by author, or alphabetically by author and the nonfiction by Dewey number. Another system that might be used is to file by accession number.


Current circulation cards - in front
Circulation file
Due date stamp
Borrower's name and address on Card
MALORA SHEAHAN 80

2. Check-in procedure

   a. Check the date due stamped on the item returned.

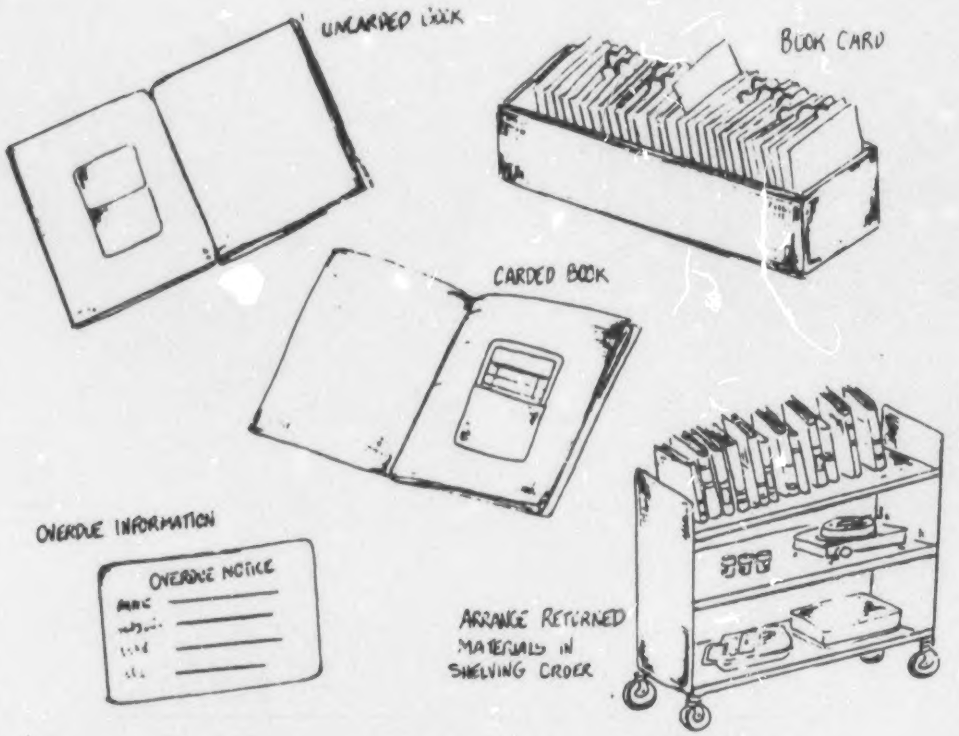
   b. Locate the borrower's card behind that date in the circulation file.

   c. Compare all information on the card to all the information on the book pocket to be certain it matches.

   d. If an overdue or fine list is maintained, remove name from list.

e. Note condition of materials and make a repair slip or send to the bindery if necessary.

f. Put materials (in shelf order) on a book truck to be reshelved.


UNCARDED BOOK
BOOK CARD
CARDED BOOK
OVERDUE INFORMATION
OVERDUE NOTICE
ARRANGE RETURNED MATERIALS IN SHELVING ORDER

Circulation Statistics

While detailed circulation statistics are not mandatory in a school library, some records of circulation should be maintained. Minimum statistics consist of a simple record of fiction materials, nonfiction materials, and nonbook materials circulated. Nonbook materials may be separated into audiovisual materials, magazines, pictures, and vertical file materials. A count is usually made each day of cards representing material in circulation. For convenience the daily count is recorded in a circulation book. See example which follows.

BEST COPY AVAILABLE

Month________________ Year________

Circulation Statistics

| Books | 000 Generalities | 100 Philosophy | 200 Religion | 300 Social Sciences | 400 Language | 500 Pure Sciences | 600 Technology | 700 The Arts | 800 Literature | 900-909<br>930-999 History | 910-919 Geog., Travel | 920 Biography | Total Non-Fiction | Fiction | Total Book Circ. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | |

| AV ITEMS | 000 Generalities | 100 Philosophy | 200 Religion | 300 Social Sciences | 400 Language | 500 Pure Sciences | 600 Technology | 700 The Arts | 800 Literature | 900-909<br>930-999 History | 910-919 Geog., Travel | 920 Biography | Total Non-Fiction | Fiction | Total Book Circ. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | |
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| 5. | | | | | | | | | | | | | | | |
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| 7. | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Microcomputers In The School Library

# XIII. MICROCOMPUTERS IN LIBRARIES

All libraries, no matter their size or whom they serve, share three basic functions: information management, organization of materials, and record-keeping.

Information management covers a wide variety of library operations, including reference and bibliographic instruction, collection development and maintenance, and document delivery. In other words, the goal is to provide the library user with the right answer to a question, or the right book (or other media) to fulfill his/her needs, either from within the library or from some other source.

Organization of materials includes the maintenance of the card catalog, arrangement of materials on the shelves by subject classification, and other functions related to cataloging and technical processing. This function supports the first by allowing access to information and materials in the library.

Record-keeping supports both the above functions and seems to take up the majority of the librarian's time. Record-keeping functions include circulation, accessioning, budgeting, correspondence, serials control, interlibrary loan transactions, and statistics.

Computers were meant for managing information, organizing things in a logical manner, and record-keeping; so it is not at all surprising that computers have become widely accepted as management tools in libraries. If mathematicians had not invented computers, librarians would eventually have come around to it.

Although the first uses of library automation were pioneered by large libraries, and networks of libraries, the school librarian need not feel left out. Inexpensive microcomputers, with the appropriate software, are both cost-effective and more than adequate to meet the needs of the school library.

Even if library operations do not require a computer to maintain them, the librarian should be familiar with the educational uses of computers. Computer literacy in the schools is not only popular, but recommended at the state and federal level as a vital part of the school curriculum. In a recent study of Missouri schools (Jenkins-Briceno, 1984), it was found that 90% of Missouri schools use microcomputers, with the highest computer-to-pupil ratio occurring in rural areas. In Montana, by the end of 1983, 100% of junior and senior high schools and 80% of elementary schools were using microcomputers. The school librarian may very likely be involved in the selection and organization of computer hardware and software. It is also likely, in a small school, that microcomputers available for student use are located in the library. It falls to the librarian, then, to field the inevitable questions and to assist students and teachers in selecting and using the programs and equipment. In any event, a basic awareness of computer technology, terminology, and educational and management applications is fast becoming a necessary part of the school librarian's repertoire of skills.

## Library Microcomputer Applications

The following is an outline of library microcomputer applications arranged by function, specific tasks, and types of software. A fuller discussion of the types of software will be found in a following section. This is not an exhaustive list; but rather it is intended to point out the wide range of uses for microcomputers in libraries. For details on the programs cited, see the following section on software types and the bibliography.

A. Information management

  1. Reference

    a. Customized bibliographies (Bibliography Writer or any database management software)

    b. Special files; e.g., community resource files, vertical file subjects lists (Any database management program)

  2. Bibliographic instruction
  (Many "off-the-shelf" programs are available for teaching library and media skills at all grade levels.)

  3. Collection development and readability programs
  (Readability Analysis Program, Reading Analysis, Textbook Evaluator)

B. Organization of Materials

  1. Cataloging and card production
  (Bibliographic Utilities, Catalog Card and Label Writer, Computer Cat)

  2. Authority files
  (Any database management software)

C. Record-keeping

1. Circulation control (Bookworm, Library Circulation Manager, Overdue Writer, or any database management program)
2. Accessioning (Accessions Plus, or any database management program)
3. Acquisitions/Inventory (Inventory, Purchase, Order it, Inventory Manager, or any database management program)
4. Statistics (LIBSTATS; any electronic spreadsheet program; circulation and inventory control programs also keep statistics)
5. Serials control (BIBLIOTEK, Magazine Control System, any database management program)
6. Budgeting (Any electronic spreadsheet)
7. Correspondence (Any word processing program)

## Types of Software

For educational purposes, there are four types of software: drill and practice; tutorial; simulation and data management.

Drill and practice is the most commonly used type of program. This type of program is based on repetitive interaction. The computer asks a question, the student responds, the computer gives instant feedback on whether the response is correct or incorrect.

There are drill and practice programs for just about every subject area: math for facts; geography for states and capitals; spelling for weekly spelling list; science for order of the planets; English for suffix and prefix, just to name a few. Drill and practice programs work very well for remediation; the computer never loses its temper or becomes frustrated. Drill and practice programs are the simplest to write in any computer language.

Tutorial programs introduce concepts. This type of program displays text that the student reads, then it asks questions on the material that requires more independent thinking than the drill and practice program. Tutorial programs work very well for enrichment and/or reinforcement of new information. As in drill and practice, the computer gives instant feedback to the student's response. Tutorial programs are most readily written in PILOT (a computer language).

Simulation programs are designed to give students "hands-on" experience that otherwise they may not be able to understand. Simulation programs, many times, can be done in small groups, while still utilizing instant feedback.

Data management programs, such as data base management systems and electronic spread sheets, handle information (data) and help to organize it. This type of program can be used by both students and teachers/administrators. Older students can use data management programs for business classes, statistics, or anything that requires organization of information.

Teachers/administrators can use this type of program for gradebooks, class scheduling, clerical tasks, test writing, athletic statistics, and all information organization and manipulation. Both groups can use it for word-processing.

## Evaluating Library Software: Steps to success

Step 1: Know what you want. Ask the following questions:

1. How and how well do library operations work manually?
2. What expectations do you have for improving operations or extending services using a computer?
3. How much does it cost in terms of labor, supplies, etc. to perform each manual operation?
4. How much of your budget are you willing to commit to purchase software for each operation?
5. Which operations are most important to automate now? What do you want to be doing a year from now, two years, or later?
6. Who will be using the software programs? Will training or learning time be a problem especially for complex, multi-purpose programs?

Step 2: Examine the documentation:

1. Remember, even a good program may be hard to use if the instructions are incomplete, unclear, or poorly written. Poor documentation is often a sign of a poor program. If you purchase a program by mail, it may be worth while (if available) to buy the documentation first. The price is usually refundable if you buy the program later.
2. Lengthy documentation may put off the novice user, but it is likely to contain what you need to know. Beware of programs accompanied by brief, poorly printed manuals.
3. Good documentation should include most of the following attributes:
    a. Illustrations (samples of what you will see on the screen, sample printouts, keyboard layouts) and detailed examples of user input and program responses.
    b. A list of error messages which includes instructions for handling problems.
    c. A logical and coherent organization. A good program with well-written documentation will guide you through the steps of booting the program, installing it to match your hardware, making back-ups (if allowed), and performing the basic operations for which the program was intended. Advanced functions and technical information, if included, should be separate from the basic operation of the program.
    d. If the documentation is lengthy, a comprehensive index is a must. A glossary is helpful as well.
    e. A command summary, or "cheat sheet", is very useful for "command-driven" programs. It is much more convenient than referring to the manual for routine commands.

Step 3: Evaluate the support:

1. Is there a warranty? It should cover, at minimum, replacement of defective disks, or a refund if the program will not run on your computer.

2. Is there a customer support service? At the very least, a telephone number should be included in the documentation for help with problems.
3. If you buy from a local system or state vendor, is training or support available?
4. How easy is it to make back-up copies of the program, or are back-ups included in the package? Can updated versions of the program be obtained at a reasonable cost (usually by a "trade-in" policy) or as part of the original purchase?

Step 4: Examine the program:

1. First, will it run on your hardware?
2. Is it menu-driven or command-driven? Menu-driven programs are easy to use since they guide the user through most operations by asking for a "multiple choice" response from a menu of options. Command-driven programs require the user to learn simple commands to "tell" the program what to do next. Generally, menu-driven programs are slower in execution and less adaptable to individual needs. The command-driven programs run faster and are more flexible, but require more learning time.
3. Can you make it crash? Try doing something wrong. Does the program give you the option to change your mind? Does it give you an error message and instructions for recovery (in the documentation), or does it require you to reset the program, usually with the loss of unsaved data?
4. Look for programs which include tutorial sessions or on-line help screens. This is especially important when buying complex, multi-purpose software such as database management and spreadsheet programs.

Step 5: Putting it together:

1. Does the program meet your present needs? Will it meet those needs a year, two years, or five years from now?
2. If it is a program written for a specific library task, does it meet your library standards (i.e. AACR2 cataloging, privacy of circulation records).
3. Can you justify the cost of the program? Automation of library operations does not often mean reduced expenses, but does increase the efficiency of operations, and allows the addition of services (i.e. overdue notices, custom bibliographies, book lists, database searches, community resource files, and bibliographic instruction).

## Care and Handling of Software and Hardware

Software is the floppy disk or cassette. Both forms are magnetized materials and special attention should be given to storing and handling them. Many AC/DC motors, A-V equipment, telephones, televisions and computer monitors use magnets and should be kept far from the diskettes or cassettes. Never touch the sensitive areas on the diskette. If anything gets on the surface it can cause error messages or a total loss of the programs. To help prevent such problems, no smoking, eating or drinking should be allowed in the computer area, and the disks and cassettes should always be in their protective cases if not in the computer.

Hardware is the computer, disk drive, monitor, printer, and any other peripheral equipment one may have available. The biggest enemy hardware has is dust! One of the best ways to keep the dust out is to use dust covers. The school can buy them, have someone make them, or even use a garbage bag over the computer; even when the hardware is covered it picks up dust. To remove this dust one can buy anti-static cleaner and anti-lint towelettes. For the disk drive there are special diskettes that one applies denatured alcohol to and then "boots-up" the diskette to clean the disk drive heads.

### Review Sources

SOFTALK for the Apple

INFOWORLD

THE WHOLE EARTH SOFTWARE REVIEW

APPLE EDUCATION NEWS

Once a year, THE INSTRUCTOR puts out a special periodical just for software and hardware. Almost all of the computer magazines have sections on software reviews, and most subject area professional journals have a section on software, and one may also preview software at WMC's Microcomputer Resource Center.

### Dealers and Vendors

COMPUTERLINES, 6 West Main, Bozeman, has an Education Consultant, Kevin Thane, and also gives a 10 percent discount.

EMERY COMPUTERS, #9 3rd St. N. Great Falls, also has an Education Consultant, Mark Elway.

BECKLEY-CARDY CATALOG OF COMPUTER EDUCATION, 38[illegible] Lakeville Highway, Petaluma, CA 94952. This catalog covers most subjects and computer types and costs $4.95.

SWIFT'S EDUCATIONAL SOFTWARE DIRECTORY, Sterling Swift Publishing Co., 7901 South 1-35, Austin, TX 78744. This catalog is published for specific computer types, but does have most subject areas.

K-12 MICRO MEDIA, 172 Broadway, Woodcliff Lake, N.J. 07675.

### Free Sources and Users' Groups

1. At the Western Montana College Resources Center, one may copy public domain programs.
2. SOFTSWAP, Office of Education, San Mateo, CA
3. OFFICE OF PUBLIC INSTRUCTION, Helena, MT 59620
4. The dealer that sells the computer to your school should be able to give you a list of user groups that have free or low cost software.
5. Most computer magazines, in the back, give user groups lists.

## Bibliography

Anderson, Eric. "The Amazing Library Computer: Part II: Library Management Packages." ELECTRONIC LEARNING. v. 2, no. 6 (March, 1983) pp. 68-71.

Berhard, Keith E. "Computer Applications in the Library Media Center: An Introduction to Electronic Spreadsheets." SCHOOL LIBRARY MEDIA QUARTERLY. v. 12, no. 3 (Spring, 1984) pp. 222-226.

BOOKLIST (see the section in each issue on microcomputer software reviews)

CLASSROOM COMPUTER NEWS DIRECTORY OF EDUCATIONAL COMPUTING RESOURCES. Watertown, Mass.: Intentional Educations, Inc.

Dewey, Pat. KIDS, LIBRARIES, & MICROCOMPUTERS: A FORMULA FOR SUCCESS. Pocatello, Idaho: Contemporary Issues Clearinghouse, 1983.

Jenkins-Briceno, Nancy. "Computers in Missouri Schools." SCHOOL & COMMUNITY. v. 70, no. 4 (January/February, 1984) pp. 8-13.

Karjewski, Richard. "A Writer's Guide to Word-processing Software." WRITER'S DIGEST. v. 63, no. 9 (September, 1983) pp. 40-59. (Contains a good comparison chart.)

Lathrop, Ann and Curtis May. "The Amazing Library Computer: Four true life tales." (Part I) ELECTRONIC LEARNING. v. 2, no. 5 (February, 1983) pp. 68-71+.

Miller, Inabeth. MICROCOMPUTERS IN SCHOOL LIBRARY MEDIA CENTERS. New York: Neal-Schuman, 1984.

Miller, Michael J. "Making Sense of Database Software." (Special report: Information management) POPULAR COMPUTING. (June, 1984) pp. 104-197.

Montana. Office of Public Instruction. The Elements of Computer Education: A Complete Program. Helena: Office of Public Instruction, 1983.

Naumer, Janet Noll. "Choose with Caution." SCHOOL LIBRARY JOURNAL. v. 29, no. 7 (March, 1983) pp. 117-119.

Yerkey, A. Neil. "Small Business Microcomputer Programs: Tools for Library Media Center Management." SCHOOL LIBRARY MEDIA QUARTERLY. v. 12, no. 3 (Spring, 1984) pp. 212-216.

# Appendices

## Appendix A

## BIBLIOGRAPHY OF LIBRARY/MEDIA MATERIALS

American Guidance Services, Inc., Publishers Building, Circle Pines MT 50014.

*The Bookfinder: A Guide to Children's Literature About Needs and Problems of Youth Aged 2-15*. Dreyer, Sharon Spredemann, 1977.

American Library Association, 50 E Huron Street, Chicago IL 60611

*ALA Filing Rules*. Filing Committee, 1980.

*Anglo-American Cataloging Rules*. (AARC2) 2nd edition, 1978.

*Booklist*. Twice monthly.

*The Concise AACR2*. 1981.

*Guidelines for Using AACR Chapt 9 for Cataloging Microcomputer Software*. 1985.

*Magazines for Children*. Richardson, Selma K., 1983.

*Media Programs: District and School*. 1975.

*Nonbook Materials: Organization of Integrated Collections*. 2nd edition, 1980.

*Reference Sources for Small and Medium-sized Libraries*, 4th ed., 1984.

*School Library Journal*. Monthly.

*Self-Instruction Manuals for Filing Catalog Cards*. Carothers, Diane, 1981.

*Steps to Service*. Nickel, Mildred, 1984.

*Top of the News*. Quarterly.

American Society of Educators, 1511 Walnut Street, Philadelphia PA 19102.

*Media and Methods*. 9 times yearly.

R. R. Bowker Company, PO Bx 1807, Ann Arbor MI 48106.

*Audio Visual Market Place*.

*Best Books for Children*. 2nd edition, 1981.

*Core Media Collection for Elementary Schools*. Brown, Lucy B., 1978.

*Core Media Collection for Secondary Schools*. Brown, Lucy B., 1979.

*The School Library Media Program*. Davies, Ruth Ann, 3rd edition, 1979.

*El Hi Textbooks in Print*.

*School Library Journal*. 9 times yearly.

Bro-Dart Foundation, 1807 Pembroke Road, Greensboro NC 27408

*The Elementary School Library Collection*. Winkel, Lois, 14th edition, 1984.

Center for Applied Research in Education, Inc., PO Bx 130, West Nyack NY 10995.

*The Elementary School Librarian's Almanac*. Weisburk, Hildak, 1979.

*School Librarian's Grade-by-Grade Activities Program*. Kuhlthan, Carol Collier, 1981.

*School Librarian's Workshop*. 9 times yearly.

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York NY 10017.

*Children's Literature in the Elementary School*. Huck, Charlotte, 3rd edition, 1979.

The Horn Book, Inc., Park Square Building, Boston MA 02116.

*Horn Book Magazine*. Bimonthly.

Kirkus Service, 200 Park Avenue S, New York NY 10003.

*Kirkus Reviews*. Semi-monthly.

Libraries Unlimited, Inc., PO Bx 263, Littleton CO 80160

*Guide to Reference Books for School Media Centers,* Wynar, Christine G., 1981.

*School Library Media Center*. Prostano, Emanuel T., 2nd edition, 1977.

U.S. Govt. Publications for the School Media Center, Wittia, Alice J., 1979.

Media Review, 346 Ethan Allen Highway, Ridgefield CT 06830.

*Media Review.* 10 times yearly.

Minnesota Scholarly Press, P.O. Box 224, Mankato MN 56001

Cataloging of Audiovisual Materials, Olson, Nancy B., 1984.

National Audio-Visual Association, Inc., Academic Building, Saw Mill Road, West Haven CT 06516.

National Council of Teachers of English, 11119 Kenyon Rd., Urbana IL 61801.

Books for You: Booklist for Sr. High Students. 1982.

High Interest, Easy Reading for Jr. & Sr. High School Students. 1984.

Audio-Visual Equipment Directory.

Oklahoma State Department of Education, Library and Learning Resources Section, 2500 N Lincoln Blvd., Oklahoma City OK 73105.

Guidelines for Library Media Programs in Oklahoma. 1982.

Parker Publishing Company, Englewood Cliffs NJ 07632.

School Librarians Encyclopedia Dictionary. Marshall, Faye Dix, 1980.

Scott Foresman and Company, 1900 E Lake Avenue, Glenview IL 60025.

Children and Books. Sutherland, Zena, 5th edition, 1977.

A Critical Handbook of Children's Literature. Lukens, Rebecca J., 2nd edition, 1982.

Shoe String Press, PO Bx 4901, Syracuse NY 13221.

Principal's Handbook on the School Library Media Center. Martin, Betty, 1981.

The Survival Guide for the School Library Media Specialist. Martin, Betty, 1983.

Children's Catalog. 14th edition, 1981.

Commonsense Cataloging. Miller, Rosalind E., 3rd edition, 1983.

Junior High School Library Catalog. 4th edition, 1980.

Senior High School Library Catalog. 12th edition, 1982.

Sears List of Subject Headings. 12 edition, 1982.

Dewey Decimal Classification and Relative Index. 11th abridged edition, 1979.

# Appendix B
## FREE AND INEXPENSIVE RESOURCES

Educator's Grade Guide to Free Teaching Aids, Educator's Progress Service, 1983, $39.50.

Educator's Guide to Free Audio and Video Materials, Educator's Progress Service, 1983. $17.75.

Educator's Guide to Free Curriculum Materials, Educator's Progress Service, 1982, $17.75.

Educator's Guide to Free Films, Educator's Progress Service, 1983, $24.50.

Educator's Guide to Free Filmstrips, Educator's Progress Service, 1983, $17.25.

Educator's Guide to Free Health, Physical Education & Recreation Materials, Educator's Progress Service, 1983, $23.00.

Educator's Guide to Free Science Materials, Educator's Progress Service, 1983, $21.75.

Educator's Guide to Free Social Studies Materials, Educator's Progress Service, 1983, $23.25.

Educator's Index of Free Materials, Educator's Progress Service, 1983, $41.50.

Elementary Teachers' Guide to Free Curriculum Materials, Educator's Progress Service, 1983, $20.75.

Feinman, Jeffrey, Freebies for Kids, Wanderer Books, 1979, $3.95.

Feinman, Jeffrey, Freebies: The Magazine with Something for Nothing, $5.00/Yr. (12 issues), PO Bx 5605-134, Santa Monica CA 90405.

Free and Inexpensive Learning Materials, George Peabody College for Teachers, Vanderbilt Univ., Nashville TN, 1981, $4.95.

Free Stuff for Kids, Meadowbrook Press, Deephaven MN, 1982, $2.95.

Green, Lee, Teaching Tools You Can Make, Victor Books, 1978, $3.95.

Karpisek, Marian E., Making Self-Teaching Kits for Library Skills, ALA, 1983, $12.00.

Osborn, Susan, Free Things for Teachers, Putnam, 1982, $4.95.

Shaffer, Dale E., The Educator's Sourcebook of Posters-Mostly Free for Teachers and Librarians, D.E. Shaffer, 1981, $3.95.

Weisinger, Thelma, 1001 Free Things You Can Get Free, Bantam Books, 1982, $2.95.

## APPENDIX C

## FREE AND INEXPENSIVE RESOURCE MATERIALS - MONTANA

American Lung Association of Montana
825 Helena Avenue
Helena MT 59601

Department of Fish, Wildlife and Parks
State of Montana
1420 E 6th Avenue
Helena MT 59620

Department of Health & Environmental Sciences
State of Montana
Cogswell Building
Helena MT 59620

Montana Aeronautics Division
PO Bx 5178
Helena MT 59604

Montana Committee for the Humanities
Free-Loan Films
Instructional Materials Service
University of Montana
Missoula MT 59812

Montana Heart Association
Professional Building
510 1st Avenue N
Great Falls MT 59401

Montana Historical Society
225 N Roberts
Helena MT 59620

Montana Power Company
Safety Department
40 E Broadway
Butte MT 59701

Mountain States Energy
PO Bx 3756
Butte MT 59702

## Appendix D
## CALDECOTT MEDAL WINNERS

1938 Dorothy P. Lathrop Animals of the Bible

1939 Thomas Handforth Mei Li

1940 Ingri and Edgar Parin d'Aulaire Abraham Lincoln

1941 Robert Lawson They Were Strong and Good

1942 Robert McCloskey Make Way for Ducklings

1943 Virginia Lee Burton The Little House

1944 Louis Slobodkin Many Moons

1945 Elizabeth Orton Jones Prayer for a Child

1946 Maud and Miska Petersham The Rooster Crows

1947 Leonard Weisgard The Little Island

1948 Roger Duvoisin White Snow, Bright Snow

1949 Berta and Elmer Hader The Big Snow

1950 Leo Politi Song of the Swallows

1951 Katherine Milhous The Egg Tree

1952 Nicolas Mordvinoff Finders Keepers

1953 Lynd K. Ward The Biggest Bear

1954 Ludwig Bemelmans Madeline's Rescue

1955 Marcia Brown Cinderella; or the Little Glass Slipper

1956 Feodor Rojankovsky Frog Went A-Courtin'

1957 Marc Simont A Tree is Nice

1958 Robert McCloskey Time of Wonder

1959 Barbara Cooney Chanticleer and the Fox

1960 Marie Hall Ets Nine Days to Christmas

1961 Nicolas Sidjakov Baboushka and the Three Kings

1962 Marcia Brown Once a Mouse

1963 Ezra Jack Keats The Snowy Day

## CALDECOTT MEDAL WINNERS, continued

1964 Maurice Sendak *Where the Wild Things Are*

1965 Beni Montresor *May I Bring a Friend?*

1966 Nonny Hogrogian *Always Room for One More*

1967 Evaline Ness *Sam, Bangs, & Moonshine*

1968 Ed Emberley *Drummer Hoff*

1969 Uri Shulevitz *The Fool of the World and the Flying Ship*

1970 William Steig *Sylvester and the Magic Pebble*

1971 Gail E. Haley *A Story--A Story*

1972 Nonny Hogrogian *One Fine Day*

1973 Blair Lent *The Funny Little Woman*

1974 Margot Zemach *Duffy and the Devil*

1975 Gerald McDermott *Arrow to the Sun: A Pueblo Indian Tale*

1976 Leo and Diane Dillon *Why Mosquitoes Buzz in People's Ears; A West African Tale*

1977 Leo and Diane Dillon *Ashanti to Zulu: African Traditions*

1978 Peter Spier *Noah's Ark*

1979 Paul Goble *The Girl Who Loved Wild Horses*

1980 Barbara Cooney *Ox-Cart Man*

1981 Arnold Lobel *Fables*

1982 Chris Van Allsburg *Jumanji*

1983 Marcia Brown *Shadow*

1984 Alice and Martin Provensen *The Glorious Flight: Across the Channel with Louis Bleriot, July 25, 1909*

1985 Trina Hyman Schart *Saint George and the Dragon*

# Appendix E

## NEWBERY MEDAL WINNERS

1922 Hendrick Van Loon The Story of Mankind

1923 Hugh Lofting The Voyages of Dr. Dolittle

1924 Charles Hawes The Dark Frigate

1925 Charles Finger Tales from Silver Lands

1926 Arthur Chrisman Shen of the Sea

1927 Will James Smoky

1928 Dhan Mukerji Gay-Neck

1929 Eric P. Kelly The Trumpeter of Krakow

1930 Rachel Field Hitty, Her First Hundred Years

1931 Elizabeth Coatsworth The Cat Who Went to Heaven

1932 Laura Armer Waterless Mountain

1933 Elizabeth Lewis Young Fu of the Upper Yangtze

1934 Cornelia Meigs Invincible Louisa

1935 Monica Shannon Dobry

1936 Carol Ryrie Brink Caddie Woodlawn

1937 Ruth Sawyer Roller Skates

1938 Kate Seredy The White Stag

1939 Elizabeth Enright Thimble Summer

1940 James Daughtery Daniel Boone

1941 Armstrong Sperry Call It Courage

1942 Walter D. Edmonds The Matchlock Gun

1943 Elizabeth Janet Gray Adam of the Road

1944 Esther Forbes Johnny Tremain

1945 Robert Lawson Rabbit Hill

1946 Lois Lenski Strawberry Girl

1947 Carolyn S. Bailey Miss Hickory

NEWBERY MEDAL WINNERS, continued

1948 William Pene du Bois The Twenty-one Balloons

1949 Marguerite Henry King of the Wind

1950 Marguerite de Angeli The Door in the Wall

1951 Elizabeth Yates Amos Fortune, Free Man

1952 Eleanor Estes Ginger Pye

1953 Ann Nolan Clark Secret of the Andes

1954 Joseph Krumgold And Now Miguel

1955 Meindert DeJong The Wheel on the School

1956 Jean Lee Latham Carry on, Mr. Bowditch

1957 Virginia Sorensen Miracles on Maple Hill

1958 Harold V. Keith Rifles for Watie

1959 Elizabeth G. Speare The Witch of Blackbird Pond

1960 Joseph Krumgold Onion John

1961 Scott O'Dell Island of the Blue Dolphins

1962 Elizabeth G. Speare The Bronze Bow

1963 Madeleine L'Engle A Wrinkle in Time

1964 Emily C. Neville It's Like This, Cat

1965 Maia Wojciechowska Shadow of a Bull

1966 Elizabeth Borton de Trevino I, Juan de Pareja

1967 Irene Hunt Up a Road Slowly

1968 Elaine Konigsburg From the Mixed-Up Files of Mrs. Basil E. Frankweiler

1969 Lloyd Alexander The High King

1970 William H. Armstrong Sounder

1971 Betsy Byars The Summer of the Swans

1972 Robert C. O'Brien Mrs. Frisby and the Rats of NIMH

1973 Jean C. George Julie of the Wolves

NEWBERY MEDAL WINNERS, continued

| | | |
|---|---|---|
| 1974 | Paula Fox | The Slave Dancer |
| 1975 | Virginia Hamilton | M.C. Higgins, the Great |
| 1976 | Susan Cooper | The Grey King |
| 1977 | Mildred Taylor | Roll of Thunder, Hear My Cry |
| 1978 | Katherine Paterson | Bridge to Terabithia |
| 1979 | Ellen Raskin | The Westing Game |
| 1980 | Joan Blos | A Gathering of Days: A New England Girl's Journal |
| 1981 | Katherine Paterson | Jacob Have I Loved |
| 1982 | Nancy Willard | A Visit to William Blake's Inn |
| 1983 | Cynthia Voigt | Dicey's Song |
| 1984 | Beverly Cleary | Dear Mr. Henshaw |
| 1985 | Robin McKinley | The Hero and the Crown |

# APPENDIX F

## List of Recommended Books, Grades 1 - 12

Compiled by Dr. Eloise Snavely
Western Montana College

The following titles have been selected as a representative list of quality books, popular with both students and critics. Most are available today, many in inexpensive paperbound editions. There are, of course, many, many other titles, some by the same authors, which could have been listed. Although the list is divided into approximate grade levels, it should be understood that there is considerable overlap of interests, readability levels, and suitability. It is suggested that teachers refer to the anthologies listed below (from which most of these titles were selected) and to various library sources for other titles.

BOOKS FOR YOU: A BOOKLIST FOR SENIOR HIGH STUDENTS. Published by the National Council of the Teachers of English, 1982.

YOUR READING: A BOOKLIST FOR JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS. National Council of the Teachers of English, 1983.

The following books, written by authorities for adolescent and children's literature, are useful references for both parents and teachers. They are available in paperbound editions, and contain useful anthologies.

Carlsen, G. Robert. BOOKS AND THE TEENAGE READER. Bantam Books, 1980.

Larick, Nancy. A PARENT'S GUIDE TO CHILDREN'S READING. Bantam Books, 1975.

Grade Levels 1 - 4

Aliki. THE STORY OF JOHNNY APPLESEED. Prentice-Hall, 1963.

Arkin, Alan. THE LEMMING CONDITION. Harper Row, 1976.

Atwater, Richard and Florence. MR. POPPER'S PENGUINS. 1938.

Bond, Michael. A BEAR CALLED PADDINGTON. Houghton-Mifflin, 1958.

Brown, Marcia. ONCE A MOUSE. Scribner's, 1962.

_____. STONE SOUP. Scribner's, 1947.

Burnford, Sheila. THE INCREDIBLE JOURNEY. Little, 1961. (p-Bantam)

Dalgleish, Alice. THE BEARS ON HEMLOCK MOUNTAIN. 1952. (p)

_____. THE COURAGE OF SARAH NOBLE. Scribner's, 1954. (p)

Fritz, Jean. THE CABIN FACED WEST. 1958. (p)

_____. FISH HEAD. Coward, 1972.

Gag, Flavia. THE MELON PATCH MYSTERY. 1964.

Greene, Constance. I AND SPROGGY. Viking, 1978.

Henry, Marguerite. JUSTIN MORGAN HAD A HORSE. Follett, 1945.

_____. KING OF THE WIND. Rand, 1948.

_____. MISTY OF CHINCOTEAGUE. 1947.

Keats, Ezra Jack. THE SNOWY DAY. Viking, 1962.

Lasker, Joe. HE'S MY BROTHER. A. Whiteman, 1974.

Lawson, Robert. BEN AND ME. Dell, 1939.

_____. RABBIT HILL. Viking, 1944. (p-Dell)

Lindgren, Astrid. PIPPI LONGSTOCKING, 1950.

Mathis, Sharon Bell. THE HUNDRED PENNY BOX. 1975.

Morey, Walt. GENTLE BEN. 1965. (p-Sch.)

Norton, Mary. THE BORROWERS. Harcourt, 1953. (p)

Parrish, Peggy. AMELIA BEDELIA. 1963.

Potter, Beatrix. THE TALE OF PETER RABBIT. 1903. (p-Sch)

GRADE LEVELS 1 - 4, continued

Savage, Natalie. ANN AURELIA AND DOROTHY. 1968.

Seldon, George. THE CRICKET IN TIMES SQUARE. Farrar, 1960. (p-Dell)

Sendak, Maurice. WHERE THE WILD THINGS ARE. 1963.

Dr. Seuss. AND TO THINK I SAW IT ON MULBERRY STREET. Vanguard, 1937.

Thomas, Jane Rash. THE COMEBACK DOG. 1981.

Viorst, Judith. THE TENTH GOOD THING ABOUT BARNEY. Atheneum, 1971.

Wilder, Laura Ingalls. LITTLE HOUSE IN THE BIG WOODS.

Yates, Elizabeth. CAROLINA'S COURAGE. 1964.

GRADE LEVELS 5 - 7

Aiken, Joan. MIDNIGHT IS A PLACE. Viking, 1974.

Alexander, Lloyd. THE CAT WHO WISHED TO BE A MAN. 1973.

Armstrong, William. SOUNDER. Harper, 1972.

Babbitt, Natalie. GOODY HALL. 1971.

_____. KNEEKNOCK RISE. 1970.

_____. TUCK EVERLASTING. FS&G, 1975.

Bates, Betty. THAT'S WHAT T.J. SAYS. 1982.

Bauer, Marion Dane. FOSTER CHILD. Seabury Press, 1977. (p-Dell)

Beatty, Patricia. JONATHAN DOWN UNDER. 1982.

Blue, Rose. GRANDMA DIDN'T WAVE BACK. Wats, 1972.

Bowden, Nina. PEPPERMINT PIG. Lippincott, 1975.

Branscum, Robbie. THE SAVING OF P.S. Doubleday, 1977.

Burch, Robert. QUEENIE PEAVY. Viking, 1966.

Byars, Betsy. THE CARTOONIST.

_____. THE PINBALLS. Harper, 1977.

_____. SUMMER OF THE SWANS. Viking, 1970.

_____. THE TWO THOUSAND-POUND GOLDFISH. 1982.

Cameron, Eleanor. JULIA AND THE HAND OF GOD. 1977.

Carlson, Natalie Savage. THE FAMILY UNDER THE BRIDGE. Harper, 1958.

Cleaver, Vera and Bill Cleaver. THE KISSAMEE KID. Lothrop, 1981.

_____. LADY ELLEN GRAY.

_____. THE MIMOSA TREE. 1970.

_____. WHERE THE LILIES BLOOM.

Cohen, Barbara. BENNY. Lathrop, 1977.

Cooper, Susan. DAWN OF FEAR. Harcourt, 1970.

Cunningham, Julia. DORP DEAD. Pantheon, 1965.

GRADE LEVELS 5 - 7, continued

Estes, Eleanor. THE HUNDRED DRESSES. Harcourt, 1944.

Felton, Harold. MUMBET, THE STORY OF ELIZABETH FREEMAN. 1970.

Fitzhugh, Louise. NOBODY'S FAMILY IS GOING TO CHANGE.

Gates, Doris. BLUE WILLOW. Viking, 1940. (p)

Gipson, Fred. OLD YELLER. 1956.

Hamilton, Virginia. ARILLA SUN DOWN. Greenwillow, 1976.

Heide, Florence Barry. THE SHRINKING OF TREEHORN. Holiday, 1971.

_____. WHEN THE SAD ONE COMES TO STAY.

Hoban, Russell. THE MOUSE AND HIS CHILD. Harper, 1967.

Hopkins, Lee Bennett. MAMA. Knopf, 1977.

Hunt, Irene. ACROSS FIVE APRILS. Follett, 1964.

Jordon, Mildred. PROUD TO BE AMISH. Crown, 1968.

Keith, Harold. RIFLES FOR WATIE. Crowell, 1957.

Koningsberg, E.L. JENNIFER, HECATE, MACBETH, WILLIAM MCKINLEY, AND ME, ELIZABETH. 1971.

Krumgold, Joseph. AND NOW MIGUEL. Crowell, 1953.

_____. ONION JOHN. 1959.

Latham, Jean. CARRY ON, MR. BOWDITCH. Houghton-Mifflin, 1955.

L'Engle, Madeleine. A WRINKLE IN TIME. Farrar, 1962. (p-Dell)

Lenski, Lois. JUDY'S JOURNEY. 1947. (p-Dell)

_____. SHOO FLY GIRL. Lippincott, 1963.

Lewis, C.S. THE LION, THE WITCH AND THE WARDROBE. Macmillan, 1950. (p)

Little, Jean. ONE TO GROW ON.

Lowry, Lois. ANASTASIA AT YOUR SERVICE. 1982.

Miles, Miska. ANNIE AND THE OLD ONE. Little, 1971.

McGraw, Eloise Jarvis. MASTER CORNHILL. 1973.

Moeri, Louise. SAVE QUEEN OF SHEBA. 1981.

Neville, Emily. IT'S LIKE THIS, CAT. Harper, 1963.

O'Brien, Robert. MRS. FRISBY AND THE RATS OF NIMH. 1971.

O'Dell, Scott. ISLAND OF THE BLUE DOLPHINS. 1960. (p-Dell)

Paterson, Katherine. BRIDGE TO TERABITHIA.

_____. THE GREAT GILLY HOPKINS, 1978.

Petry, Ann. TITUBA OF SALEM VILLAGE. Crowell, 1964.

Rawls, Wilson. SUMMER OF THE MONKEYS.

Reiss, Johanna. THE UPSTAIRS ROOM. Crowell, 1972.

Sachs, Marilyn. THE BEARS' HOUSE. Doubleday, 1971.

_____. A POCKET FULL OF SEEDS. 1973.

Snyder, Zilpha Keatley. THE EGYPT GAME. Atheneum, 1970. (p)

_____. THE HEADLESS CUPID.

_____. THE VELVET ROOM. 1978.

Sperry, Armstrong. CALL IT COURAGE. Macmillan, 1940. (p)

Tate, Eleanora. JUST AN OVERNIGHT GUEST. 1980.

Taylor, Theodore. THE CAY. 1969.

Tresselt, Alvin. THE BEAVER POND. Lothrop, 1970.

Voigt, Cynthia. DICEY'S SONG. 1983.

White, E.B. THE TRUMPET OF THE SWANS. Harper, 1970. (p)

Wojciechowska, Maia. SHADOW OF A BULL. Atheneum, 1965.

GRADE LEVELS 7-9

Blos, Joan W. A GATHERING OF DAYS: A NEW ENGLAND GIRL'S JOURNAL, 1830-32. Scribner's, 1979.

Blume, Judy. ARE YOU THERE, GOD? IT'S ME, MARGARET.

_____. THEN AGAIN, MAYBE I WON'T. Bradbury, 1971.

Bonham, Frank. DURANGO STREET. 1972. (p)

Burton, Hester. THE REBEL. Crowell, 1972.

_____. TIME OF TRIAL. 1963.

Chute, Marchette. THE WONDERFUL WINTER. Dutton, 1954.

Clark, Ann Nolan. TO STAND AGAINST THE WIND. 1978.

Cleaver, Bill and Vera. TRIAL VALLEY.

Collier, James and Christopher Collier. MY BROTHER SAM IS DEAD. 1973. (p)

Constant, Alberta Wilson. DOES ANYBODY CARE ABOUT EMMA LOU MILLER? Crowell, 1979.

Cooper, Susan. THE DARK IS RISING. Atheneum, 1976.

Forbes, Esther. JOHNNY TREMAIN. Houghton, 1943. (p)

Fox, Paula. THE SLAVE DANCER. Bradbury, 1973.

Frank, Anne. DIARY OF A YOUNG GIRL. 1952. (p)

George, Jean Craighead. MY SIDE OF THE MOUNTAIN. Dutton, 1959.

Hamilton, Virginia. M.C. HIGGINS, THE GREAT. Laurel, 1978.

_____. ZEELY. Laurel.

Hearne, Betsy Gould. SOUTH STAR. Atheneum, 1977.

Hemingway, Ernest. THE OLD MAN AND THE SEA. Scribner's, 1952.

Hinton, S.E. THAT WAS THEN, THIS IS NOW. Viking, 1971.

Hoban, Lillian. I MET A TRAVELER. 1977.

LeGuin, Ursula. TOMBS OF ATUAN.

Lowry, Lois. A SUMMER TO DIE. Bantam, 1979.

Mann, Peggy. THERE ARE TWO KINDS OF TERRIBLE. Camelot, 1979.

GRADE LEVELS 7-9, continued

Mayme, William. EARTHFASTS.

Paterson, Katherine. THE MASTER PUPPETEER. Crowell, 1976.

_____. OF NIGHTINGALES THAT WEEP.

Peck, Robert Newton. A DAY NO PIGS WOULD DIE. Knopf, 1972.

Potter, Marian. THE SHARED ROOM. Morrow, 1979.

Rawlings, Marjorie Kinnan. THE YEARLING. Scribner's, 1962.

Rawls, Wilson. WHERE THE RED FERN GROWS. Doubleday, 1961.

Reiss, Johanna. THE UPSTAIRS ROOM. Bantam.

Rodman, Bella. LIONS IN THE WAY. Follett, 1966.

_____. SOUTH STAR. Atheneum, 1977.

Speare, Elizabeth George. THE BRONZE BOW. Houghton, 1961.

_____. THE WITCH OF BLACKBIRD POND. Houghton, 1958. (p)

Springstabb, Tricia. GIVE AND TAKE. Little-Brown, 1981.

Sutcliff, Rosemary. DAWNWIND. Walch, 1961.

Taylor, Mildred. ROLL OF THUNDER, HEAR MY CRY. Bantam, 1979.

van Loon, Hendrik Willem. THE STORY OF MANKIND. Rev. ed. Pocket Books, 1973.

Yolen, Jane. THE TRANSFIGURED HART. 1975.

## GRADE LEVELS 9 - 12

Asimov, Isaac. ISAAC ASIMOV'S TREASURY OF HUMOR, Houghton, 1979.

Bagne, Gwen and Paul Dubov. BACKSTAIRS AT THE WHITE HOUSE. 1979. (p-Bantam)

Berlitz, Charles. THE BERMUDA TRIANGLE. Doubleday, 1974.

Blatty, William. THE EXORCIST. Harper Row, 1971.

Bowden, Nina. DEVIL BY THE SEA. Harper Row, 1976. (p-Avon)

Brown, Dee. BURY MY HEART AT WOUNDED KNEE: AN INDIAN HISTORY OF THE AMERICAN WEST. 1972. (p-Bantam)

Childress, Alice. A HERO AIN'T NOTHIN' BUT A SANDWICH. 1982. (p-Avon)

Cohen, Barbara. FAT JACK. Atheneum, 1980.

Cormier, Robert. I AM THE CHEESE. Dell, 1978.

Crane, Stephen. THE RED BADGE OF COURAGE. 1983. (p-Avon)

Craven, Margaret. I HEARD THE OWL CALL MY NAME. Dell, 1974.

Crichton, Michael. THE GREAT TRAIN ROBBERY. 1976. (p-Bantam)

Danziger, Paula. THE CAT ATE MY GYMSUIT. Dell, 1980.

DuMaurier, Daphne. REBECCA. 1971. (p-Avon)

Dumas, Alexander. THE COUNT OF MONTE CRISTO. Dodd, 1983.

Emberlin, Diane. CONTRIBUTIONS OF WOMEN: SCIENCE. Dillon Press, 1979.

Fast, Howard. FREEDOM ROAD. Amsco Sch, 1970.

George, Jean C. GOING TO THE SUN. Harper, 1977.

Graham, Winston. ROSS POLDARK: A NOVEL OF CORNWALL, 1783-1787. 1979. (p-Bantam)

Griffin, John. BLACK LIKE ME. Houghton-Mifflin, 1961.

Haley, Alex. ROOTS. 1977. (p-Dell)

Hamilton, Virginia. ARILLA SUN DOWN. Dell, 1979.

_____. THE HOUSE OF DIES DREAR. Macmillan, 1968.

_____. THE PLANET OF JUNIOR BROWN. Laruel Leaf, 1979.

Hunt, Irene. UP A ROAD SLOWLY. Modern Curriculum Press, 1966.

Kerr, M.E. DINKY HOCKER SHOOTS SMACK. Harper Row, 1972.

Lane, Rose Wilder. YOUNG PIONEERS. McGraw Hill, 1976.

LeGuin, Ursula. A WIZARD OF EARTHSEA. Houghton-Mifflin, 1968.

Lichtman, Allan J. YOUR FAMILY HISTORY: HOW TO USE ORAL HISTORY, PERSONAL FAMILY ARCHIVES, AND PUBLIC DOCUMENTS TO DISCOVER YOUR HERITAGE. Random, 1978.

Lowry, Lois. FIND A STRANGER, SAY GOODBYE. Houghton-Mifflin, 1979.

Magnuson, James and Dorothea G. Petrie. ORPHAN TRAIN. Fawcett, 1979.

Michener, James A. THE BRIDGES AT TOKO-RI. Fawcett, 1978.

_____. CENTENNIAL. Random, 1974.

_____. CHESAPEAKE. Fawcett, 1979.

Miller, Arthur. DEATH OF A SALESMAN. Viking, 1949.

Paterson, Katherine. JACOB HAVE I LOVED. Crowell, 1980.

Peck, Richard. DON'T LOOK AND IT WON'T HURT. 1979. (p-Avon)

Poe, Edgar Allen. GREAT TALES OF HORROR. (p-Bantam)

Raskin, Ellen. THE WESTING GAME. Dutton, 1978.

Remarque, Erich Maria. ALL QUIET ON THE WESTERN FRONT. Buccaneer, 1981.

Salinger, J. D. THE CATCHER IN THE RYE. 1951. (p-Bantam)

Steinbeck, John. THE PEARL. 1947. (p-Bantam)

_____. TRAVELS WITH CHARLEY: IN SEARCH OF AMERICA. Penguin, 1980.

Sutcliff, Rosemary. BLOOD FEUD. 1977. (p-Dutton)

Walker, Margaret. JUBILEE. Houghton-Mifflin, 1966.

Yep, Laurence. CHILD OF THE OWL. Harper, 1977.

Zindel, Paul. THE EFFECT OF CAMA RAYS ON MAN-IN-THE-MOON MARIGOLDS. Harper Row, 1971.

# Appendix G

From the President's Newsletter-Montana Library Association Nov. 1983
STARTING A RURAL SCHOOL LIBRARY: SORTING OUT THE INFORMATION

In 1980, when a small group of parents from Anderson School near Bozeman, Montana decided to develop a centralized library in this school of (at the time) 44 students, we were deluged with information from many sources: librarians, Office of Public Instruction staff, Montana State University authorities. The information was all valuable and important--and that was our problem. We couldn't possibly act on all the information at once. How were we to decide which advice to heed immediately and which to place on the back burner?

The Anderson School library is a reality now. An ESEA Title IV-C Grant made it financially possible. And somehow we did manage to sift through the data and make decisions that have since proven successful. In the process we learned some things that might save other small schools in similar situations at least some degree of frustration. So here we present "Four Pointers for Starting a Centralized Library in a Rural School."

1. Encourage your teachers to rely on their intuition in selecting new materials. We became temporarily bogged down in "scientific" methods of selection. No one knows better than your teachers which materials will fit into your school's curriculum and which materials the students will use and enjoy.

2. Choose several appealing catalogs from reliable companies, including one or two jobbers such as Baker & Taylor and Follet. Too many catalogs can become overwhelming and confusing; limiting the shopping to certain catalogs helps the teachers focus and facilitates ordering.

3. Order all materials with the "deluxe" card cataloging kits, including library bindings whenever possible. Some companies--such as Silver Burdette--provide card kits that require almost no processing after the books have been received: Older students are capable of stamping books and sorting cards; volunteer parents can file the cards. Other companies send card catalog kits that require typing in subject headings, gluing in pockets, etc. When the school is without even a part-time librarian, such tasks can become burdensome! So splurge on the processing kits.

4. Spend your money in stages. Place an order for no more than half the money you have to spend and wait until those books have been shelved and used for a while before placing another order. At that point you'll be able to draw on student requests and reactions, revised teacher impressions, and - best of all - your newly-developed subject catalog, which will help you identify gaps in your collection.

Anderson School's library has added an important dimension to our children's education. It has served to further involve parents in the school's daily operation, and our children enjoy one more opportunity to learn to feel comfortable with the many resources they will encounter throughout their lives. And all this was possible in spite of the fact that we had limited professional assistance. Perhaps the most significant thing we learned was that our original inhibitions about starting a library were unfounded.